



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS12 Lifestyle Management

Mark Scheme

2009 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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Set and published by the Assessment and Qualifications Alliance.

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)	<p>Describe <i>two</i> short-term physical effects of becoming intoxicated through alcohol consumption.</p> <p>Two marks for simple points e.g.</p> <ul style="list-style-type: none"> • Slurred speech • Blurred vision • Loss of balance • Clumsiness etc <p>Two further marks for expanding on the two points (no marks for long term or psychological effects).</p>	4	AO1
1(b)	<p>Suggest why alcohol consumption may be rising in the UK and other European countries and falling in others.</p> <p>This answer should suggest that different European countries have different attitudes towards the way alcohol is consumed. Answers should however recognise that changes are due to many complex factors. Changing cultural attitudes will be mentioned and the traditional attitudes of the wine drinking southern countries compared to the beer and ‘binge’ drinking cultures of the more northern countries for example.</p> <p>If relevant and based on factual evidence also consider changing costs; advertising; spread of alcopops; changing tax levels etc.</p> <p>Level 1 - Basic This is a basic answer and offers limited suggestions for the rise and fall of alcohol consumption. This answer may refer to the different cultural attitudes but uses limited evidence or examples.</p> <p>Level 2 - Clear This is a clear answer which offers more detailed suggestions for the rise and fall in alcohol consumption in some countries. The answer shows a clear awareness of some of the complex factors which could be affecting these changes and uses relevant evidence and examples.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p>Drinking alcohol and then driving a motor vehicle is more of a social and cultural problem rather than a personal problem.</p> <p>Discuss the above statement.</p> <p>This answer will include a wide ranging discussion about the social and cultural conditions that exist in the UK which may encourage this practice. There will be a general discussion about how ‘British pub culture’ linked to transport issues will be involved in the problem. There are many circumstances and opportunities where people find themselves in a position which might lead towards the decision to drink and drive. This would indicate that it is mainly a social and cultural phenomenon. The discussion should then be balanced with how individuals make the decision even when being aware of the dangers and consequences. Individual attitudes are developed which do not take account of the moral, legal or statistical arguments against drinking and driving. The conclusions will focus on ideas which recognise the social and cultural issues but ultimately it is an individual’s responsibility to plan carefully for visits to places where there is likely to be alcohol consumption</p> <p>Level 1 - Basic This is a basic discussion which shows a limited understanding of the issues involved and mostly discusses the reasons against drinking and driving.</p> <p>Level 2 - Clear This is a clear discussion which is balanced and considered. It clearly shows awareness of the social and cultural pressures which are involved but also the morality of an individual making the decision to engage in the practice.</p> <p>Level 3 - Detailed This is a clear and detailed discussion which is balanced and considered. This answer follows on from L2 and shows greater depth and a logical development of ideas.</p>	<p style="text-align: center;">1 – 4</p> <p style="text-align: center;">5 – 8</p> <p style="text-align: center;">9 – 10</p>	AO2
	Total of question 1	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Assess the difficulties that adults within a family might have when attempting to influence younger family members to make more healthy lifestyle choices.</p> <p>The answer to this question should focus on the difficulties faced by adults who are trying to make healthier lifestyle choices for the younger members of their families. Established lifestyle habits are more difficult to alter but not impossible. Families are influenced by many external factors which often make lifestyle changes difficult. These external factors could include advanced marketing strategies of the food industry or the influence of local circumstances and communities. The evaluation should consider how difficult it actually is to persuade younger people to engage in a healthy lifestyle, which they perceive to conflict with adult values. The answer should include difficulties in changing to a more healthy diet and increasing exercise levels and other influences such as peer pressure, image, perceived danger out of door etc.</p> <p>Level 1 - Basic This is a basic answer which is limited to either discussion about diet or exercise. This answer is also limited to general comments about difficulties of communication between older and younger members of families and how younger people are less likely to accept family influences as they become older.</p> <p>Level 2 - Clear This is a clear evaluation of the difficulties faced by adults and offers a range related to both diet and exercise. This answer evaluates in more detail individual communication problems linked to the different perceived values between adults and younger people. It also begins to mention external influences which are involved in making healthier lifestyle choices and recognises the difficulties balanced with individual options.</p> <p>Level 3 - Detailed This is a detailed answer which evaluates the difficulties faced by adults when attempting to make the lifestyles of younger family members healthier. This answer evaluates how changing dietary habits and exercise levels can be a complex and difficult task requiring some specialist knowledge. This answer evaluates the external factors which make lifestyle changes difficult and provides a balanced view of the different perceived values which exist between adults and younger people</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)	<p>Explain how the leisure pursuits of young people can have positive or negative effects on their mental health or emotional well-being and stress.</p> <p>This answer will focus on the positive and negative effects of a range of healthy and less healthy leisure pursuits. Answers will explain how certain healthy leisure activities clearly have positive effects on mental health and emotional well being, and reduce the chances of becoming ill through stress. A variety of examples will be included such as regular exercise often in organised clubs or associations. The answer will also include the negative effects of poorer leisure choices such as excess alcohol consumption and the over use of passive leisure pursuits such as TV or computer games.</p> <p>Level 1 - Basic This is a basic explanation which includes limited reference to either positive or negative examples of leisure choices. For the higher mark at this level both should be included but mainly focus on one rather than both. This answer may include limited reference and links to certain psychological problems or benefits. Answers which do not include reference to different kinds of leisure pursuits limit to 2 marks.</p> <p>Level 2 - Clear This answer is a detailed explanation with a wide range of examples of healthier and less healthy leisure choices. The answer clearly links the healthier choices to improved psychological well being and the less healthy choices to negative effects. This answer also includes examples of some of the actual psychological problems for younger people such as eating disorders, or the beneficial effects such as improvements in self image.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2</p>
	Total of question 2	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Evaluate the extent that lifestyle management can impact on an individuals' life expectancy.</p> <p>The answer should consider lifestyle management as a concept which suggests that individuals have some control over the choices which are made in comparison to the other factors where individuals sometimes have much less choice. The assessment recognises that there is no conclusive answer to the question but considers each factor carefully and the extent that individual choice impacts on life expectancy. Relevant examples should be included to illustrate the answer such as heart disease. This allows an assessment of the extent that lifestyle management and biological and genetic factors impact on life expectancy. The same approach should be used for the second part – social and physical environment can have a much greater impact on lifestyle management and life expectancy when socio-economic factors are considered.</p> <p>Level 1 - Basic This is a basic and vague assessment of lifestyle management and is restricted to general statements. Some limited examples are included but do not fully relate to the assessment. This answer does not refer to any part of the stem other than lifestyle management.</p> <p>Level 2 - Clear This is a clear answer and makes a relevant evaluation of lifestyle management in comparison to the two other factors. Clear and relevant examples are included which are realistic when assessing the relative impact of each factor in comparison to lifestyle management and the impact on life expectancy.</p> <p>Level 3 - Detailed This is a detailed answer which develops and evaluates by showing the extent that each factor impacts on life expectancy. Accurate and relevant examples are included which uses realistic evidence to illustrate the assessment of each of the factors.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO3</p>
	Total of question 3	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Write four appropriate questions for the lifestyle coach to ask John at an interview</p> <p>One appropriate question will not gain any credit. Two or three will be awarded two marks. Four will be awarded four marks. Any inappropriate question limit to one mark.</p> <p>Interview questions can be quite open ended depending on the style. Appropriate questions can consist of general type questions which can be then justified in Part (b).</p>	2	AO3
4(b)	<p>Justify your chosen questions</p> <p>This answer will focus on each of the questions provided by the candidate. A justification for each question will show an awareness of appropriate information that would need to be found out by a lifestyle coach. An example would be about travelling to work where there is scope to justify the question by suggesting more physical kinds of transport like cycling. Each justification for the questions given by the candidate will be credited individually up to a maximum of two marks for each one.</p> <p>Level 1 - Basic This is a basic answer which lacks detail or justification for the questions in Part (a). Basic reasons are attempted and general lifestyle statements are given which are not closely linked to the candidate's questions. For four marks there must be a clear but basic link to each question.</p> <p>Level 2 - Clear This is a clear and detailed answer which shows awareness of important lifestyle questions appropriate to the individual outlined in the system. Each question is clearly justified and relevant to a lifestyle coach who would need to devise a realistic lifestyle programme.</p>	<p>1 - 4</p> <p>5 - 8</p>	AO1 AO2
	Total of question 4	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Some people believe that optimum health can only be achieved with maximum levels of physical fitness</p> <p>Discuss what you understand by the term ‘health related exercise’ in relation to the achievement of optimum health.</p> <p>Health is not synonymous with maximum levels of physical fitness. Health is a broader concept than physical fitness (which is directly related to how much energy the body can produce and how much work the muscles can do). A full answer needs to clearly show an understanding that health related exercise is about each individual achieving an optimum level of physical fitness for the demands of their everyday lives.</p> <p>Level 1 - Basic This is a basic discussion which shows some understanding that individuals need to participate in activity levels to suit basic health requirements and that health related exercise is designed to fulfil these requirements. The better marks at this level may discuss the appropriateness of marathon running or any other type of endurance / long distance running as a health related exercise activity (highlighted in fig 5). Mis-understanding of the term ‘optimum’ limit to level 1.</p> <p>Level 2 - Clear This is a detailed discussion which explores the concepts in more depth. The discussion will include the sometimes mixed messages that people receive e.g. many sporting activities go far beyond what is regarded as health related exercise, and the achievement of maximum levels of physical fitness can even be detrimental to health. For maximum marks there needs to be good examples to back up the candidate’s discussion.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(b)	<p>Explain the advice you would give each of the people described in Figure 6.</p> <p>This answer could offer general advice to both people about the strenuous and extreme nature of marathon running as a form of health related exercise. The explanation and advice should be about the long and intensive exercise programme that would need to be undertaken in order to successfully run a marathon. Lifestyle changes would need to emphasise the practicalities regarding the amount of time needed and the psychological implications such as being highly motivated and dedicated.</p> <p>Specific advice to each person will include how the female would need to consider carefully the long and extreme process needed to achieve the fitness level to participate in a marathon. The male person may seem to be much better suited to such a major challenge, but would need a full medical check up as a starting point.</p> <p><i>Continued over the page</i></p>		AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>5(b) (cont.)</p>	<p>Level 1 - Basic This level answer is a basic and general explanation about the advice provided. This level displays limited understanding or awareness of the implications of participating in a marathon, but would show a basic understanding of the difficulties that might face anyone who decides to take part. This answer may attempt to describe the difficulties linked to the two profiles but still be general and descriptive</p> <p>Level 2 - Clear This is a clear explanation of the advice that would be needed. There is a clear understanding of the implications of attempting to take part in a marathon. There is a more comprehensive explanation and appreciation about the lifestyle changes needed, and specific and clear reference to each person. This answer will point out that a more detailed investigation would be needed to provide accurate advice. From the information provided it would suggest that the older person would a much more likely candidate to successfully complete a full marathon explaining how a history of sports participation would provide a useful foundation of fitness</p> <p>Level 3 - Detailed This is a detailed explanation of the advice that would be needed for the two people who are profiled. This answer maps out carefully the general implications of taking part in such an extreme form of exercise and also details the implications for each person. All parts of L2 are included and this answer also includes a statement about the unsuitability of marathon running as a form of health related exercise. It explains how realistic challenges and goals would need to be achieved progressively.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	
	Total of question 5	18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>“The concept of ‘lifestyle’ is restricted to those middle or upper-class groups who are relatively well off, are highly educated and who have the economic and cultural resources to indulge themselves.”</p> <p>Discuss</p> <p>The discussion will explore the concept of ‘lifestyle’. Candidates will be expected to think carefully about the meaning of the term lifestyle and the implications for the economically and culturally disadvantaged. The answer will explore the idea that people who do not have the resources have little choice when it comes to their lifestyle choices. Because some people are restricted in their ability to travel, afford expensive clubs or even choice of healthy food the idea of ‘lifestyle management’ or lifestyle choice becomes meaningless. The answer however should balance this part of the discussion with the idea that although many people have limited resources they still make poor lifestyle choices. Healthy eating for example does not need to be expensive (potatoes, pasta, wholemeal bread, fruit and vegetables) can be as inexpensive as more unhealthy food. Walking (the most popular exercise activity in the UK) does not cost anything.</p> <p>Level 1 - Basic This is a basic answer which shows a limited understanding of the question. Much of the answer is inappropriate and presents only one side of the discussion. For 4 marks the answer is limited but shows understanding of the question and gives a few relevant points</p> <p>Level 2 - Clear This is a clear answer and explores all aspects of the concept of lifestyle. There is a clear understanding of the question and the candidate discusses a range of factors linked to social class and lifestyle. For full marks the answer is clearly balanced between the two sides of the argument</p> <p>Level 3 - Detailed This is a detailed answer and includes all of the L2 requirements. This answer also includes a wider range of factors in the discussion, including historical or cultural factors.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO4</p>
	Total of question 6	12	