



**General Certificate of Education (A-level) Applied  
June 2011**

**Leisure Studies**

**LS12**

**(Specification  
8641/8643/8646/8647/8649)**

**Unit 12: Lifestyle Management**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

### **Quality of Written Communication**

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of written communication will be assessed as one of the criteria within each level.

#### **Levels Marking – General Criteria**

The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

##### **Level 1 Basic:**

- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

##### **Level 2 Clear:**

- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

##### **Level 3 Detailed:**

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

**NB:** A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

### **Annotation of Scripts for Levels Marked Questions**

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'NAQ' – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet. Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner. There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

### **General Advice**

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p><u>Notes for answers</u> Answers to this question should include clearly relevant points related to the following:</p> <ul style="list-style-type: none"> <li>• participation in regular exercise is related to aerobic fitness and stamina, and generally speaking, the greater your stamina, the greater the health benefits</li> <li>• in combination with a balanced diet, helps to maintain a healthy weight.</li> </ul> <p>Regular exercise has been shown to also have many cardio-vascular benefits linked to exercise such as:</p> <ul style="list-style-type: none"> <li>• increasing levels of HDL or "good" cholesterol - reducing the risk of developing heart disease</li> <li>• lowering high blood pressure - reducing the risk of developing heart disease.</li> </ul> <p>The clearly relevant points could be included in the same sentence, e.g. aerobic fitness – leading to a stronger heart (one mark) which helps to reduce cholesterol and lower the risk of heart disease (second mark).</p> <p><b>Level 1 – Basic</b> This level demonstrates a basic understanding of the cardio-vascular benefits of regular exercise. This level is usually a vague and general explanation, although some points may be relevant.</p> <p><b>Level 2 – Clear</b> To achieve this level there needs to be clear reference to health and fitness benefits. A clear explanation of at least 3 relevant points can achieve the top of this mark band.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2</p>

<p><b>1(b)</b></p>	<p><u>Notes for answers</u> Examples of moderate intensity physical activity include brisk walking, painting, vacuuming and mowing the lawn. All count and are enough to benefit health and prevent illness in adults. Other examples might include:</p> <ul style="list-style-type: none"> <li>• walking up stairs instead of using lifts</li> <li>• walking up moving escalators</li> <li>• walking instead of driving for short journeys</li> <li>• doing the housework in double-time</li> <li>• DIY and gardening</li> <li>• any relevant exercise activity which is not normally considered an organised and competitive sporting activity, e.g. yoga, aerobics, circuits.</li> </ul> <p>Reference to activities which require specific training (such as sport) to achieve skill levels to participate, will not gain credit.</p> <p>There is obviously a clue in Figure 1 but the candidate needs to explain how this everyday exercise would help to prevent illness in adults. The answer needs to provide more specific explanations of how this type of exercise might help to prevent illness. The exercise used as examples includes an explanation of how it needs to be <b>strenuous</b> enough to produce the desired effects and how this is going to vary between individuals. An eighty year old who spends 30 minutes gardening and walks a mile to the shops two or three times a week will probably be achieving desired levels of exercise to prevent illness. However a twenty-five year old, maybe with a sedentary job, may need higher intensity levels to achieve the same effects.</p> <p><b>Level 1 – Basic</b> This is a basic explanation which is general and descriptive. The exercise examples are not well chosen and only general statements are made. Although two examples are given no individual variation is considered. To achieve top of level at least 3 realistic activities will be identified with some justification.</p> <p><b>Level 2 – Clear</b> This is a clear explanation and shows a good understanding of how everyday exercise can help provide enough activity to help prevent illness. There is a consideration of individual differences such as type of job or other lifestyle factors. Some reference to these individual differences need to be included to achieve L2 as a part of the justification, although a more in-depth justification will also allow L2.</p>	<p><b>AO1</b> <b>AO2</b></p> <p><b>1 – 4</b></p> <p><b>5 – 8</b></p>
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<p><b>1(c)</b></p>	<p><u>Notes for answers</u> There must be clear evidence that candidates have carried out analysis of individual's lifestyles. Referring to a celebrity or well known person will not allow enough detail to count as a lifestyle analysis. The reality of firstly finding enough personal information is mostly going to involve someone close to a candidate such as a family member or friend. A group analysis of an individual (such as a teacher or lecturer in their own institution) has some benefits but may not allow the candidate the scope to make their own recommendations for improvement.</p> <p>The description must be realistic and relevant to the individual which has been chosen. This should then lead to implicit and explicit justification of the recommendations. A range of exercise suggestions for improvement could be included. These will be linked closely to the lifestyle of the individual, such as a working mother or father without much time, or an older person who does not have full mobility. If a younger person is chosen then accurately relevant activities to the age group must be included.</p> <p><b>Level 1 – Basic</b> This is a very basic answer and makes some general references to appropriate activities but is not clearly making reference to an individual they have studied. There may be some age appropriate activities included or even generally recognised healthy exercise activities but no clear link to any individual. Also, there may be a clear reference to an individual studied, but the recommendations are vague or inaccurate.</p> <p><b>Level 2 – Clear</b> This is a clear answer and provides a range of recommendations for future improvements linked to an individual studied by the candidate. The answer is mostly realistic and there is clear evidence of carrying out lifestyle analysis. There is mostly implicit justification by making accurate and appropriate suggestions for exercise improvements.</p>	<p><b>AO3</b> <b>AO4</b></p> <p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	
	<p><b>Total of question 1</b></p>	<p><b>22</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p><u>Notes for answers</u> This is a straightforward question and linked to the economic and social advantages that would come from, for example fewer sick days from work (development - and therefore more productivity less money having to be spent on the national health service (development - therefore advantages for the taxpayer). One mark each for two specific advantages and a brief development of these advantages.</p>	4	AO1 AO4
2(b)	<p><u>Notes for answers</u> The answer to this question focuses on whether the other chosen country/ies takes the messages about healthier lifestyles seriously. The answer should be based on evidence about illness or longevity for example. The answer could also focus on how difficult it is to find any conclusive evidence, and that it is more to do with, for example, social class or poverty.</p> <p><b>Level 1 – Basic</b> This answer makes some basic statements about one or more European countries which is not based on any realistic evidence.</p> <p><b>Level 2 – Clear</b> There is clear evidence that the candidate has studied one or more European countries and the evidence is well known or realistic.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3 AO4
	<b>Total of question 2</b>	10	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p><u>Notes for answers</u> The answer to this question requires the candidate to evaluate the extent that different types of leisure activity can be both positive and negative for an individual. There needs to be an understanding of the concept of leisure in order to evaluate different activities. Leisure can take place outside or inside the home, and any activity can have some positive or negative effects. This question presents an opportunity for the candidate to select a range of activities and their effects, and then evaluate the extent that they can be both positive and negative. For example, playing computer games can make people become obsessive and exclude or ignore family and friends. Alternatively these games can be a welcome release for people who are employed in stressful or physically strenuous jobs.</p> <p><b>Level 1 – Basic</b> At this level candidates do not attempt to evaluate the positives or negatives of different leisure activities. There is general description of the benefits of certain leisure activities and how other activities can have negative effects. This answer will mostly describe the benefits of exercise and be limited to one or two types of leisure activity.</p> <p><b>Level 2 – Clear</b> This is a clear answer which begins to evaluate a range of activities and mentions their strengths and weaknesses as being beneficial to a person’s well being. Clear reference to psychological effects is included.</p> <p><b>Level 3 – Detailed</b> This answer is detailed and evaluates different leisure activities and balances their relative strengths and weaknesses. Alternatively there is a depth to the answer which considers how any activity can have positive or negative effects if pursued in the wrong way. This answer may also evaluate how the same activity carried out in different contexts can be positive or negative. The answer refers to psychological effects throughout.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO2 AO3 AO4</p>
	<b>Total of question 3</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p><u>Notes for answers</u> The answer to this question includes the details about general lifestyle patterns of the student. The advisor needs to find out the actual hours that the student is devoting to work, studies and socialising. Then the information needs to include more detail about lifestyle habits such as diet, exercise and the actual social activities that are being pursued. The justification comes from understanding the major lifestyle factors which can impact on a young adult.</p> <p><b>Level 1 – Basic</b> This is a basic answer which does not specifically consider the lifestyle problems of the student in the question. There are mostly general comments about work-life balance and diet and exercise patterns. There is little attempt to justify the information which would be needed.</p> <p><b>Level 2 – Clear</b> This answer clearly describes the information needed to offer pertinent advice to the student in question. At this level it considers the lifestyle of the student by looking at the information provided in the stem and then giving a clear justification of the information that would be needed to offer relevant and effective advice.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO3</b></p>

<p><b>4(b)</b></p>	<p><u>Notes for answers</u> This question requires the candidate to discuss a range of strategies that could be employed by organisations to reduce the chances of people involved in their organisation from over-indulging in legal or illegal substances. The question allows the flexibility to think about an organisation that the candidate is aware of and not restrict it to a university. Examples of what could be included in the discussion could be awareness raising exercises such as poster campaigns or more personal advice and support.</p> <p>This answer will also discuss some of the difficulties of effective strategies in getting the message across and how effective they are going to be in reality, which can also include sanctions such as searching students or employees, warnings and even expulsions from organisations. This question requires the candidate to be aware of the methods that are used to advise people about the dangers of a variety of substances.</p> <p><b>Level 1 – Basic</b> This is a basic discussion which makes vague statements about strategies which could be employed to raise awareness about over-indulgence in substances. At this level there is a limited understanding of the question but some relevant points for the top of the mark band.</p> <p><b>Level 2 – Clear</b> This is a clear discussion about strategies that could be used. The discussion could focus on just one or two strategies which go into some depth about how useful or effective they are, or, include a wider range of strategies but limited depth.</p> <p><b>Level 3 – Detailed</b> This is a detailed discussion which demonstrates a good awareness of the issues surrounding the topic and therefore more effective strategies that could be used. At this level will include wider awareness-raising campaigns and the more personal strategies used to offer advice and support.</p>		<p><b>AO1 AO2 AO3</b></p>
	<p><b>Total of question 4</b></p>	<p><b>18</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p><u>Notes for answer</u> All of the components of a balanced diet should be included in this answer.</p> <p>A balanced diet contains seven key nutrient groups that are required in appropriate amounts for health. These groups are outlined below.</p> <ul style="list-style-type: none"> <li>• Proteins are involved in growth, repair and general maintenance of the body.</li> <li>• Carbohydrates are usually the main energy source for the body.</li> <li>• Lipids or fats are a rich source of energy, key components of cell membranes and signalling molecules, and as myelin they insulate neurons (nerve cells).</li> <li>• Vitamins are important in a range of biochemical reactions.</li> <li>• Minerals are important in maintaining ionic balances and many biochemical reactions.</li> <li>• Water is crucial to life. Metabolic reactions occur in an aqueous environment and water acts as a solvent for other molecules to dissolve in.</li> <li>• Fibre which is important for digestion.</li> </ul> <p><b>Level 1 – Basic</b> At this level not all of the components are included or the descriptions are inaccurate. To achieve 3 marks, at least four of the components are included with at least two accurate descriptions.</p> <p><b>Level 2 – Clear</b> At this level at least five of the seven main components are included, with at least three accurate descriptions. To achieve 6 marks all of the components are included with at least four accurate descriptions.</p>	<p style="text-align: center;">1 – 3</p> <p style="text-align: center;">4 – 6</p>	AO1

<p><b>5(b)</b></p>	<p><u>Notes for answers</u> There needs to be evidence that the answer focuses on one of the people that the student has studied. It is necessary that this part of the question focuses on practical suggestions, preparation and the proportions which are generally recommended for a balanced diet which include:</p> <p><b>Fruit and vegetables:</b> These should make up about a third of a daily diet and can be eaten as part of every meal. Fruit and vegetables should also be the first choice if you feel the need for a snack. You should eat at least five portions of fruit and vegetables each day.</p> <p><b>Bread, rice, potatoes and pasta.</b> This food group should also make up about a third of a diet and contains the starchy carbohydrates that are the body's main source of energy. However, it is important to choose unrefined carbohydrates which contain the whole grain, such as whole-wheat bread and pasta. Refined carbohydrates, such as cakes and biscuits do not contain the same nutrients, and are usually high in fat and sugar as well.</p> <p><b>Meat, fish, eggs and beans:</b> This food group includes both animal and plant sources of protein, which is a major functional and structural component of all cells. Protein provides the body with between 10 and 15 percent of its dietary energy, and is needed for growth and repair.</p> <p><b>Milk and dairy foods:</b> These should be eaten in moderation because of their high saturated fat content, but they're an important source of calcium, which is essential for healthy bones and teeth. Choose low-fat or reduced-fat versions</p> <p><b>Foods and drinks high in fat and/or sugar:</b> This group makes up the smallest section and includes foods that should only be eaten sparingly. This is because, although they're an important energy source, they contain very few nutrients and are often known as 'empty calories'.</p> <p><b>Preparation: e.g.</b> grilling food rather than frying, or poaching or scrambling eggs, choosing to bake or boil potatoes rather than fry.</p> <p>To achieve the higher mark levels the candidate could show awareness that there will be slight variations in the recommended proportions depending on individual circumstances.</p> <p><b>Level 1 – Basic</b> This level does not provide any clear evidence that the candidate is referring to an individual they have studied or any justification for their advice. There is general practical advice which is sometimes accurate but</p>	<p><b>AO2 AO3 AO4</b></p>	<p><b>1 – 4</b></p>
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	<p>incomplete. There is little understanding about healthy food preparation or the proportions that are needed for a balanced diet. This answer could be mostly accurate but brief.</p> <p><b>Level 2 – Clear</b> This level is clear and accurate. There is clear advice linked to one person they have studied as part of lifestyle analysis and there is some justification for their advice. There is a clear understanding about healthy food preparation and practical advice about proportions of the components.</p> <p><b>Level 3 – Detailed</b> This level is detailed and accurate. There is detailed advice linked to one person they have studied as a part of lifestyle analysis and full justification for their advice. There is detailed understanding about healthy food preparation and advice about proportions of the components.</p>	<p>5 – 7</p> <p>8 – 10</p>	
<p>5 (c)</p>	<p><u>Notes for answers</u> This answer needs to focus on people who are not ignorant of the healthy lifestyle messages being given to people in the UK. The answer will analyse different reasons why people clearly choose to ignore all of what they have been taught or found out. This question requires candidates to look carefully at personal reasons for choosing to ignore healthy lifestyle messages about their diet. These personal reasons may also include analysis of individual differences and motivations for choosing to ignore advice, or wider social or economical reasons.</p> <p>Examples could include... Younger people could be influenced strongly by their parents, siblings or peer groups and who believe that they have many years before they are going to have to worry about things like cancer or heart disease. Middle age people consider that it is too late for them to change. They have consumed a particular diet for so long that the bad habits would be just too difficult to change. External or social influences are acceptable especially if the discussion is then related to individual factors (e.g. social class – being left with no choice but cheaper less healthy options).</p> <p><b>Level 1 – Basic</b> This is a basic and general answer and does not fully grasp the intention of the question. The focus is mainly on one group and does not analyse how different people respond to the healthy lifestyle messages in different ways. For the top of this range at least two</p>	<p>1 – 4</p>	<p>AO1 AO2 AO3 AO4</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<p>different reasons are used but without any depth to the analysis.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 – Clear</b> This is a clear answer and demonstrates a good understanding of how there are different reasons for people ignoring important healthy lifestyle advice. At least 3 clear reasons are discussed for top of the mark band.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 – Detailed</b> This is a detailed answer and analyses both individual and/or socio-economic factors which influence people's decisions such as individual differences. There is an in-depth analysis which is linked to the factors that influence different people.</p> <p>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><b>5 – 8</b></p> <p><b>9 – 12</b></p>	
	<p><b>Total of question 5</b></p>	<p><b>28</b></p>	