



**General Certificate of Education (A-level) Applied
June 2012**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' responses: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 A2 Level Leisure Studies

Quality of Written Communication

As required by Ofqual, 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)(i)	<p>Notes for answers This answer requires knowledge of basic safety precautions which is studied as part of section 21.3 in the specification. Students need to be able to apply this knowledge to a popular leisure activity.</p> <p>One mark for any of the following:</p> <ul style="list-style-type: none"> • Making sure the bike is safe to ride (any point about equipment safety is relevant) • Making sure the correct safety equipment is worn (outlining different types of equipment can attract a further mark) • Making sure the child is engaged in correct training for their age and experience • Making sure that children have basic knowledge about safety • Any other relevant point or • marks could be awarded for developing an outline when there may be less than 4 precautions, but no extra marks for repetition. 	4	AO2
1(a)(ii)	<p>Notes for answers This is a general discussion about the advantages of cycling as a healthy exercise activity. The assumption is that cycling is a good choice as a health-related exercise activity. The discussion needs to therefore show awareness that there are many advantages of cycling as a health related exercise activity rather than focus on the disadvantages. Physiological and psychological benefits may be included. Physiological factors may include cardio vascular/respiratory benefits, along with general muscular development or muscle endurance. There may well be some reference or comparison to other activities such as jogging which places more strain on the joints. Psychological benefits e.g. may include the increase in confidence that comes with general well being. Social and environmental benefits could be relevant if linked explicitly to the advantages of cycling as a HR activity.</p> <p>Level 1 – Basic This answer is brief and simplistic and makes some generalised statements about healthy exercise with no awareness of the more specific benefits of cycling as a healthy activity.</p> <p>Level 2 - Clear This answer clearly discusses the benefits of</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO2

	cycling as healthy exercise. There is an awareness of the many physiological benefits of cycling which are given in some detail and mentions of the benefits to the cardio-vascular/respiratory system. For top of level 2 there is a brief mention of the muscular or joint development without the strain that is associated with jogging for example.		
1(b)	<p>Notes for answers The two activities which are chosen are recognisable as being health-related exercise activities. Unsuitable activities will not be given credit. The activities chosen may be wide ranging such as team sports which have many easily recognised social benefits, or even more individual activities such as running. (The link to the social benefits can be explained by being involved in a running club for example). The psychological benefits are also included in this answer and will mention, for example, becoming more confident or motivated. No credit for physiological benefits.</p> <p>Level 1 – Basic At this level the activities are suitably chosen. However, the answer is brief and does not include an accurate or detailed explanation. At this level the activities are very similar and the explanations are also very similar. To achieve the top of this mark band, one of the chosen activities may be well chosen with a more accurate explanation.</p> <p>Level 2 – Clear To achieve Level 2 the candidate includes two well chosen activities. They are clearly different and the explanation is specific to the activity chosen. The social and psychological benefits are both considered in the explanation.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO4</p>
	Total for question 1	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Notes for answers This evaluation shows an awareness of the debate that is central to lifestyle choice. To what extent is the individual free to choose? There is also an implication that candidates understand the term ‘external factors’. The candidate will discuss a range of issues using examples in their evaluation. It can be argued that many people or families who eat unhealthy diets often link this to the extreme marketing of unhealthy food by large food companies with a lack of nutritional information. Also, clever psychological techniques encourage the vulnerable towards very poor food choice. The evaluation would then include an alternative view which suggests that many people are now fully aware of unhealthy food and continue to choose a poor diet.</p> <p>Level 1 – Basic At this level the candidate will briefly discuss the issues and give a limited argument from one point of view with no attempt to evaluate. For 4 marks there is a fuller range of issues included.</p> <p>Level 2 – Clear At this level the evaluation is still rather brief but looks at the issues from different points of view and considers the alternative view. The evaluation involves different external forces such as the environment, family circumstances or peer pressure.</p> <p>Level 3 – Detailed For the candidate to achieve level 3 the evaluation is clearly detailed and includes a well constructed discussion about the impact of different external forces. The evaluation shows awareness of the complexity of the argument and considers the extent to which people can be justified in blaming external factors.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO2 AO4</p>
	Total for question 2	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>The answer to this question outlines how people balance their daily lives between work and other aspects of their lives. The answer gives a straightforward outline of how people attempt to balance the hours or times that they work with other life commitments.</p> <p>One mark for each valid element of answer.</p>	2	AO1
3(b)	<p>Notes for answers The discussion explores the idea that living in a modern society like the UK places many people in a position where they have limited control over their environment, which leads to stress. This answer is based on broad evidence which shows that unhealthy lifestyles contribute to many physiological and psychological health problems which can impact on individuals' ability to balance their lives between compulsory work time, families and leisure. The main implication concerns the idea that people become more stressed, tired or ill which affects their ability to cope. The answer can involve a broad discussion but must focus on how the pressures of modern living can affect work/life balance and therefore health.</p> <p>Level 1 – Basic At this level there is a limited attempt to answer the question. There are basic statements about the pressures of living in a modern society and unhealthy lifestyles. A lack of understanding is demonstrated by the statements being undeveloped, there is no or a (very) basic attempt to engage in a discussion about achieving a good work/life balance by living a healthy lifestyle. For 4 marks at this level at least two basic statements are included which are logical and coherent and there is an attempt to include the impact with some examples.</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>Level 2 – Clear For this level to be achieved there is a clear understanding of the meaning of the main concepts in the question. There is also a clear</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO4</p>

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

	<p>attempt to engage in a discussion about how people need to work long hours or are unable to access facilities, which can lead to a lack of control and then living an unhealthy lifestyle. There are some clear examples of how there is an impact on health.</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>Level 3 – Detailed To achieve L3 there is a more detailed discussion about the main concepts implied by the question. There may be a range of examples which demonstrate how the pressures of modern living can impact on work/life balance and lead to health problems. This level is also achieved by showing that there are always two sides to any discussion. The discussion will include some balance by not necessarily agreeing with the statement.</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>9 – 12</p>	
	<p>Total for question 3</p>	<p>14</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Notes for answers The outline of the factors in relation to the lifestyle of the people studied clearly shows that this has taken place. There may also be evidence of the research methodology which has been used. Relevant factors are included and there is sensitivity to the information which has been researched. It is possible to achieve full marks if there is a broad yet comprehensive outline of the factors which impact on the two people in relation to their lifestyle. There will be some detail included such as the amount of fat which is consumed or the amount of exercise per week in relation to work patterns.</p> <p>Celebrity lifestyles are not considered suitable for inclusion, although some credit may be given if there is a clear understanding of well reported lifestyle decisions such as drug taking. Such answers should be restricted to Level 1.</p> <p>Level 1 – Basic At this level there is some evidence that lifestyle analysis has taken place. Most of the comments are brief and offer limited evidence that any meaningful analysis has taken place.</p> <p>Level 2 – Clear At this level there is some detailed evidence included in the answer. The outline shows clearly that lifestyle analysis has taken place.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
4(b)	<p>Notes for answers The description of the recommendations should include sufficient detail to suggest that a real person has been studied as a part of the Unit. A detailed description will allow the candidate to achieve at least Level 2. Broad and general healthy lifestyle recommendations will restrict the marks to Level 1.</p> <p>The justification of the recommendations will likely follow on from part (a) where specific circumstances are considered. Therefore the answer is realistic when the individual's circumstances are considered e.g. recommending a lower fat diet may be difficult when the cost or time to cook is more of a priority so gradual or small changes would be logical. Credit will be awarded for sensitivity to the individual and recommendations.</p>		AO2 AO3

	<p>Level 1 – Basic At this level the descriptions are general and basic. There is a limited attempt to link the recommendations to the person who has been studied and no justification. For 4 marks the answer will include a wider range of recommendations.</p> <p>Level 2 – Clear There is a clear link to the person who has been studied at this level. The descriptions of the recommendations are clear but may lack development. At this level there may be a limited range of recommendations but specific circumstances are included and realistic to the individual studied. The justification may be implicit at this level.</p> <p>Level 3 – Detailed There is a clear link to the person who has been studied and sensitivity to individual circumstances at this level. The justification is more explicit and shows some understanding of basing the recommendations on scientific or widely accepted evidence.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	
	Total for question 4	16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Notes for answer This answer could include four factors such as: statistics or published materials linked to:</p> <ul style="list-style-type: none"> • income / social class • lifestyle trends • health trends • comparisons between countries • spending on health • longevity <p>Developing one of these factors could achieve the 4 marks if enough detail is included. General statements about smoking, diet or climate will limit the total mark to 2.</p>	4	AO1 AO3
5(b)	<p>Notes for answers This answer will show some awareness that young people living in different cultures have different attitudes to the way they live their lives. At the same time as young people have many similarities such as material things they can have a varying attitude towards their home life. There is scope here for candidates to make suggestions which emphasise similarities and differences between cultures, societies and individuals.</p> <p>Candidates will show that they have studied the information in the stem. The description about how each person may have a different or similar attitude is based on the information provided. Smoking will be a main focus when describing a similarity in attitude. Other factors described will depend on how the candidate perceives the information. Any description which is well presented but realistic will be acceptable.</p> <p>Level 1 – Basic This is a basic answer which shows only a limited understanding of the question and little evidence that the information provided has been used in the answer.</p> <p>Level 2 – Clear This is a clear answer and makes suggestions about how young people can have both very similar attitudes towards a healthy lifestyle yet be greatly influenced by their society or culture. The information provided is used effectively at this level.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2

5 (c)	<p>Notes for answers This answer analyses the most common factors which affect people who are on a low income as far as living a healthy lifestyle. The most common factors will include the ability to afford good quality food products and the reliance on cheap and fast food, living in places or communities where exercise is difficult. Also, educational levels are poor. Reference to Europe is a requirement for L2. Answers which focus on a comparison between the UK and Europe is not relevant to this question.</p> <p>Level 1 – Basic This level is a basic attempt to analyse these factors and offers a limited range of examples in the analysis.</p> <p>Level 2 – Clear This level is a clear attempt to analyse the common factors and offers a range of examples or just one or two in some depth.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO3
	Total for question 5	18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>Notes for answers This answer should discuss the extent that there would be justification for making charges for NHS treatment. The discussion should include both sides of the proposal. On the one hand people who drink alcohol to extreme levels should be made to pay for treatment because it is their personal choice to engage in this type of behaviour. It is costing the NHS and therefore the taxpayer a considerable amount of money which could be better spent elsewhere in the NHS. On the other hand many human activities involve various levels of extra risk which people are aware of such as contact sports. Also all people are entitled to free health care regardless of their lifestyle – would this proposal then extend to making people who smoke pay for their treatment?</p> <p>Level 1 – Basic This level will make simplistic statements without attempting to engage in an assessment of the proposal. The answer will mainly support one point of view.</p> <p>Level 2 – Clear This level will make a clear discussion of the proposal. This may not be a well balanced discussion but will provide some logical points about their argument.</p> <p>Level 3 – Detailed An answer at level 3 will provide a balanced argument and will consider the proposal from more than one point of view. There may still be fuller support from one point of view but the opposing view will be considered.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO1 AO2 AO4</p>
	Total for question 6	10	