



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Leisure Studies
8641/8643/8646/8649

LS12 Lifestyle Management

Mark Scheme

2008 examination - January series

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Guidance for Assistant Examiners of AS and A Level Leisure Studies

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

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

Level 1 Basic:

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

Level 2 Clear:

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

Level 3 Detailed:

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

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

Annotation of Scripts for Levels Marked Questions

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

General Advice

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

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	Any two of <ul style="list-style-type: none"> • Grows stronger • Increases stroke volume • Increases cardiac output • Grows larger / bradycardia ‘athletes heart’. • Reduced resting HR. 	2	AO1
1(b)	Any one for psychological <ul style="list-style-type: none"> • Emotional well being • Mental health • Stress • Self image • Attitude PLUS Any one for physiological e.g. respiratory / muscular / skeletal systems / red blood cells / losing weight. No mark for ‘general fitness answers’	4	AO1
1(c)	Level 1 A basic answer with limited and general examples of unsuitable exercise activities. May only refer to specific groups in a general way. May also offer stereotypical or unsuitable examples about e.g. older people not being able to participate in contact sports. Level 2 This answer clearly describes the implications for people who engage in unsuitable sporting or exercise activities. The answer also refers to at least two specific age groups e.g. children who engage in strenuous sports activities at too young an age (when joints are still developing) or middle aged people who take part in running events without suitable training.	1 – 3 4 – 6	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(d)	<p>Level 1 A basic answer which refers in general terms to some of the social problems that affect individuals exercise activity choices such as family influences, peer group pressures, economic status and circumstances.</p> <p>To achieve 4 marks there is a limited attempt to explain the extent that individual social circumstances affect participation in healthy exercise.</p> <p>Level 2 A clear answer which refers to social factors which can affect individuals' choices. This answer explains clearly how social circumstances and conditions can be the main reason that people choose to engage in healthy exercise or not, and uses clear examples to back up their explanation.</p> <p>To achieve 7 marks the candidate clearly explains the extent that individual circumstances affect participation and evaluates how powerful these effects can be.</p> <p>Level 3 This answer refers in detail to the socio-economic circumstances which affect individuals' choices. This answer also includes examples which include either historical or cultural references such as social class and ethnic background. At this level there is also reference to current social problems in the UK The explanation and evaluation are detailed and balanced.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	AO4
Total		22	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)(i)	<p>Two of:</p> <ul style="list-style-type: none"> • Protein The body needs protein to grow and repair itself. • Carbohydrate Carbohydrates provide the body with energy • Fat Fats provide energy and help the body absorb vitamins. 	2	AO1
2(a)(ii)	<p>The answer should include: This may be a useful guide because it shows that any individual food that has more than 20g fat per 100g is high in fat (therefore between 3g and 20g total fat is a moderate amount). The information also indicates that any individual food above 5g of saturated fat is also high, (and saturated fat between 1g and 5g per 100g is a moderate amount). Many people have diets which contain a high level of percentage fat and this basic information is useful to make a simple calculation for reducing total fat intake. Many people also have high levels of saturated fat in their diets, so would also need to consider the percentage of saturated fat in any total fat calculation.</p> <p>One mark for any of the following:</p> <ul style="list-style-type: none"> • Above 20g of total fat per 100g in any individual food is high • Between 3g and 20g total fat is a moderate amount • Above 5g of saturated fat per 100g in any individual food is also high • Between 1g and 5g of saturated fat is a moderate amount • Because many people have diets which have high levels of total fat the information would be useful to make a simple calculation towards reducing total fat intake. • Because many people also have diets high in saturated fats this would need to also be considered in any total fat reduction calculation 	4	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(b)</p>	<p>Examples of factors which could be discussed might include family traditions, community or geographical considerations, social class and economic status, costs of food, food marketing and advertising, peer pressures, scientific recommendations.</p> <p>Level 1 A basic answer which discusses in general terms some of the influences and pressures. This answer is likely to focus on one or two factors only and does not include any group of people in particular.</p> <p>Level 2 This answer is a clear discussion about the influences and pressures and includes a range of factors. This level discussion mentions how there are different pressures for different groups such as children being more influenced by their parents or family, whereas adults are more influenced by marketing.</p> <p>Level 3 This is a detailed discussion and candidates also debate the arguments about individual choice and the powerful marketing influences of food manufacturers and perhaps pricing policies which encourage unhealthy choices.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO2</p>
<p>Total</p>		<p>18</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)(i)	<p>Level 1 A basic explanation of how the research was carried out using questionnaires or interviews (or combinations of). To obtain 3 marks there should be reference to the actual methodology and shows an understanding of the main purposes of each of the methods.</p> <p>Level 2 A clear explanation of the actual procedures which were followed and an explanation about how the questions were constructed. This answer also shows understanding of the main purposes of each of the methods and their strengths and weaknesses. To obtain full marks there must also be a reference to the sensitive nature of the information which was being sought.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
3(a)(ii)	<p>Level 1 A basic and general answer only. There is some limited attempt to assess the success of the lifestyle analysis. There is no evidence that an actual lifestyle analysis took place or an evaluation of the methods.</p> <p>Level 2 A clear answer which makes a good attempt to evaluate the success of the candidate's lifestyle analysis. There is evidence that an analysis took place as there is reference to some of the difficulties in obtaining accurate information. There is also a clear link to part (b) and an evaluation of the strengths and weaknesses of the methods used.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO4
3(b)	<p>Level 1 There are basic recommendations of a general nature only and do not show evidence of realistic research into individual lifestyles. For four marks reference must be made to one specific individual and begin to justify.</p> <p>Level 2 There is clear evidence that research has taken place and there are realistic recommendations for future improvements.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO4
Total		20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Any two of</p> <ul style="list-style-type: none"> • Educational levels • Occupation • Social class • Income • Location 	2	AO1
4(b)	<p>An example of an answer to this question could include:</p> <p>People who are from lower socio-economic groups do not have access to the lifestyle conditions which increase life expectancy. For example it has been shown that they do not participate in healthy exercise activities.</p> <p>Smoking is a major cause of CHD. It is more popular amongst people from lower socio-economic groups which may result in shorter life expectancy. Environmental conditions which many people from lower groups find themselves in also contribute to poor health and illnesses. Poorer living conditions, lack of access to medical facilities or jobs which could involve greater health risks all contribute to shorter life expectancy amongst this social group. More dangerous occupations could also lead to greater risk of serious injury.</p> <p>Individual lifestyle choices such as lack of regular exercise, higher alcohol consumption and poor dietary choices have been shown to be more prevalent amongst this social group which makes a significant contribution to shorter life expectancy.</p> <p>Level 1 A basic answer which briefly mentions one or two of the lifestyle factors. To achieve the top end of the range there should be awareness that a range of factors are involved.</p> <p>Level 2 This is a detailed and clear answer which discusses the range of lifestyle factors which contribute to shorter life expectancy amongst lower socio-economic groups.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO3
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>(Possible extract from a good answer)</p> <p>‘We could focus more on the social determinants of lifestyle, not simply treat health behaviours as something that can be turned on and off with the advice of a health educator or government pronouncement’.</p> <p>This question looks at government initiatives over the years and their varying success in the lifestyle stakes. The question is related to the health status of the UK and how it is affected by changing demographics, culture and society. Good answers will recognise that UK governments have had varying degrees of success in changing lifestyles and habits over the years. Good answers will provide examples of successful initiatives but also recognise how ineffective intervention can be, and provide examples such as attempts to change people’s diets. Level 3 answers will also include some of the social and cultural factors which have worked against attempts at intervention</p> <p>Level 1 A basic answer which outlines some of the initiatives in general terms. This answer will be unsure of actual initiatives or campaigns and will mention how there is official support for healthy lifestyles. There is no attempt to evaluate</p> <p>Level 2 This is a clear answer which looks at the improvements in longevity and medical care over the years and includes at least two examples, such as anti smoking campaigns and sports and exercise initiatives. This answer has some evaluation about the varying degrees of success of intervention. This answer however is unbalanced as it either mainly points out strengths or weaknesses of campaigns and initiatives. There is no attempt to include social or cultural factors in the evaluation</p> <p>Level 3 This is a detailed answer which uses a range of examples as supporting evidence and makes a good attempt to evaluate the success of intervention.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	AO4
Total		12	