



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS12 Lifestyle Management

Mark Scheme

2008 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)	<p>In the explanation four marks for any four of:</p> <ul style="list-style-type: none">• Name of a UK weight loss organisation (not including the name of weight loss products).• Explanation of how some of its weight loss objectives may cause conflict with other objectives (need realistically stated objectives).• In private organisations the weight loss objectives of the organisation may cause conflict with profit making objectives.• Healthy lifestyle objectives may conflict with calorie reduction objectives.• Social or psychological objectives may conflict with others primary weight loss objectives.	4	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p><u>Notes for answer</u> The answer to this question needs to include understanding that in order to lose weight energy intake needs to be lower than energy output; in other words the amount of energy which is obtained from the food we consume in the form of calories needs to be lower than the energy we expend. Although a healthy diet is not essential to lose weight, it has many benefits for the individual and any dietary advice would need to consider healthy alternatives such as reducing fat and simple sugars, eating more starchy foods (high in carbs) some practical examples such as baked potatoes, pasta, wholegrain bread, eating more fruit and vegetables (other healthy alternatives can be accepted).</p> <p>Level 1 A basic answer which recommends some healthy alternatives in general terms such as consuming more carbohydrates or eating less junk food. This answer is limited to one or two general examples and shows a limited awareness of the meaning of a balanced diet and what needs to be done to change the energy balance in order to lose weight</p> <p>Level 2 A clear answer which shows an understanding of the ‘energy balance’ the reduction of calorie intake and / or the increase of energy output. This answer also gives a range of recommendations to lose weight i.e. increase exercise levels, cut alcohol consumption, and recommends the correct foods in the right proportions to redress the diet and achieve a more healthy balance.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1 (c)	<p>The answer to this question should follow on from the previous question and explain the role that exercise plays in the achievement of a healthy energy balance. The explanation will include how exercise burns calories and therefore stores of fat; which contributes to weight loss. This shows that exercise is very important to healthy weight reduction. Answers will also explain how any weight reduction programme needs to consider the general lifestyle pattern of the individual, and how exercise would be an important consideration for any change in lifestyle.</p> <p>Level 1 This is a basic answer which gives a general outline of the benefits of regular exercise and how it can help individuals lose weight.</p> <p>Level 2 This answer includes a clear explanation of the role of exercise in weight loss and links clearly to the previous question. This answer will mention how exercise burns fat and helps to reduce weight. This answer will also give a clear explanation of how exercise needs to be an important part of any changes in lifestyle. To achieve top of L2 the answer will include reference to specific types of exercise and accurate examples such as aerobic endurance type activities being the most suitable for aiding weight reduction.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2
	Total of question 1	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	Any 2 of: <ul style="list-style-type: none"> • Unsocial hours – leading to • Poor sleep patterns • Less chance of exercise activities • Poor work / life balance – leading to • Illness • Higher stress levels • Poor diet • Sedentary jobs 	2	AO2
2(b)	<p>The answer describes the lifestyle of one individual studied by the candidate. The answer also describes the extent that the individual has managed to achieve a work/life balance that is integral to a healthy lifestyle. The description shows that the candidate understands what it means to balance the demands of work and other commitments. The answer refers to employment or non-employment, lack of exercise, poor or healthy diet or other factors which have impacted on the achievement of a work/life balance.</p> <p>Level 1 A basic answer which shows a limited understanding of what a work / life balance means. There is also limited evidence that there has been any genuine attempt to analyse any real lifestyles of different individuals. To achieve 3 marks the candidate begins to describe basic points about work and other commitments. For 3 marks different lifestyle aspects are mentioned.</p> <p>Level 2 A clear answer which includes detailed descriptions of the activities which make up the work / life balance of the individual chosen. There is a clear understanding of the concepts which are involved and this enables the candidate to accurately assess and compare the extent that their chosen individual has achieved a work / life balance. For high L2 at least three lifestyle factors are mentioned.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p><u>Notes for answer</u></p> <p>The focus of this answer must be on the implications of unhealthy lifestyles to society. Just providing descriptions of individual unhealthy lifestyles will be limited to the lower end of MB1.</p> <p>Level 1 A basic answer which outlines the implications for people who do not follow a healthy lifestyle. This answer mentions increased risks of illness, disease and longevity and only offers a basic evaluation of the implications with little evidence to support their answer. Social implications are briefly mentioned (the focus of the answer is on either individual or social implications). One or other missing - limit to 1 – 2 marks.</p> <p>Level 2 A clear answer which evaluates the implications for society and the individual and supports their answer with realistic evidence (such as widely reported social and individual implications). The evidence could include statistics or published reports which show the impact of unhealthy lifestyle choices such as smoking, high fat diets or excess alcohol intake. This level answer clearly evaluates the implications on society such as absence from work.</p> <p>Level 3 A detailed evaluation of the implication for the individual and society. All level 2 criteria are included as well as a consideration the difficulties faced by poorer sections of UK society (e.g. healthy food being more expensive or families working long hours who consume fast and cheap convenient food).</p>	<p>1 – 4</p> <p>5 – 9</p> <p>10 – 12</p>	AO2
	Total of question 2	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Answer should include an outline of any two of the following:</p> <ul style="list-style-type: none"> • Personal hygiene is about preserving the health of the individual/ making them nice to be with, and having habits which promote this aim • It includes cleanliness of the body and clothing • Washing the body and hair and frequent washing of the hands (especially before meals) • It also includes oral hygiene (daily brushing of teeth) • Holding a tissue against the mouth when coughing or sneezing • The avoidance of bodily fluids such as faeces, urine, vomit, saliva. 	2	AO1
3(b)	<p>Personal hygiene is important to everyone, but the leisure industry requires close contact with customers on a regular basis and any ‘people business’ is going to require the highest standards of personal hygiene when dealing with customers. Workers in the leisure industry with poor personal hygiene could have a serious effect on the business leading to warnings and dismissal.</p> <p>Level 1 This is a limited answer. It also offers some limited examples of what it involves. The answer mentions in general terms why it is important to all workers rather than specifically the leisure industry – limit to 1–2 marks.</p> <p>Level 2 This is a clear and full explanation. It includes a wide range of examples of what is considered to be involved. This answer clearly outlines why it is important specifically to people working in a people business like the leisure industry. For 6 marks the consequences to the business and the individual must be included.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
	Total of question 3	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)(i)	<p>Barriers would include:</p> <ul style="list-style-type: none"> • Cost of activities – affordability • Access problems for older or disabled people • Working time problems – long or unsocial hours being worked • Geographical problems or transport • Cultural problems such as religious restrictions • Perceived barriers such as single gender access <p>Level 1 A basic answer which is limited to one or two barriers to participation. This answer is simply a short list with no attempt to outline the barriers which may exist.</p> <p>Level 2 This is a clear answer which includes at least three of the barriers listed for 4 marks. For 5 to 6 marks there must be at least four barriers included with clear statements or more depth in at least three barriers.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
4 (a)(ii)	<p>Any four from the following:</p> <ul style="list-style-type: none"> • More resources (funding) • Better marketing of events or activities • Examples – e.g. using web site or poster campaigns • More focused events (for underrepresented groups) • Employ people with specific responsibilities for increasing participation in these groups • Allowing better access to school (specifically) facilities • Having better political focus on healthy activity for under represented groups 	4	AO2
4 (b)	<p><u>Notes for answers</u></p> <p>The role should be to provide the resources and funding to encourage improvements to the nation's health. It is other levels of government that have the more direct responsibility for providing the opportunities for people to make lifestyle changes. This answer may include support or criticism for the UK government in their present role and suggestions for future improvements.</p> <p>Level 1 A basic answer which shows a limited understanding of the role of the UK government in lifestyle management. The answer makes simple suggestions about extra resources or more Lottery funding. For 3 marks the answer will include a more realistic statement about how governments can become too involved in peoples lifestyle decisions.</p> <p>Level 2 This is a clear answer which recognises the role of the UK government as being one of support and information. This is a balanced answer which clearly shows an understanding of how far the national government can go in their role.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO4
	Total of question 4	16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>Any four of the following (not to include indirect lifestyle choices such as smoking, alcohol intake or disposable income)</p> <ul style="list-style-type: none"> • A persons attitudes and / or beliefs • Lifestyle habits such as never participating in exercise activities • A job which required long hours • Family commitments / problems • Illness or disease / mobility problems • Environmental factors (opportunities / geographical) • Social factors (money / transport / intimidation) • Bulleted list is acceptable if relevant 	4	AO1
5 (b)	<p><u>Notes for answer</u></p> <p>The focus of this answer must be sport. Simple descriptions of the benefits of exercise will be limited to the lower end of MB1.</p> <p>Level 1 This is a basic answer which makes generalised statements about the benefits of sporting activity to an individual's health status. To achieve 4 marks the answer includes some specific health benefits of healthy exercise.</p> <p>Level 2 This is a clear answer which engages in a discussion about the advantages and disadvantages of using a competitive activity as a healthy exercise choice. The answer gives some specific examples of the beneficial physiological and social effects of participation, in comparison to the dangers which are involved (e.g. contact sports can involve risks of serious injury at the same time as promoting healthy exercise levels).</p> <p>Level 3 This is a detailed answer and is clearly sensitive to the arguments from both sides. The discussion weighs up the advantages and disadvantages and using the evidence which is presented is able to recognise that conclusions to the arguments are linked to individual circumstances. In terms of lifestyle management the conclusion would be linked to appropriate exercise activity related to age and stage of development. For full marks a clear example is included such as introducing skills at the correct level for the development of the individual (competing at the right level).</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	AO4
	Total of question 5	14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>This answer will look closely at how difficult it is for any individual being advised to change their lifestyle habits. The answer will evaluate at least two recommendations which were made and make clear the individual's gender, circumstances and age group might affect the extent that they may act on the recommendations.</p> <p>Level 1 A basic answer which outlines recommendations in general terms with little evidence that lifestyle analysis has taken place. The answer will make some general statements about whether the recommendations may be acted on.</p> <p>Level 2 A clear answer which makes a basic evaluation of the difficulty involved when attempting to encourage people to act on recommendations for lifestyle changes. Details are provided which show how realistic recommendations have been made and the extent that there has been an attempt to act on the recommendations. Examples of specific recommendations are used to evaluate the extent that they are likely to be acted upon e.g. suggesting more exercise is unlikely to be acted on if the individual's circumstances do not encourage exercise or smoking is a long term habit.</p> <p>Level 3 This a detailed answer and shows understanding and empathy towards the difficulty that people face when attempting to change their lifestyle habits. This is a clear and realistic answer which also shows the extent that the individual's which have been studied is likely to act on the recommendations. Individual circumstances, gender and age group are considered and used to evaluate the likelihood of the recommendations being considered. This answer will also include an evaluation of the actual recommendations which have been made and how they may be unrealistic.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	AO3
	Total of question 6	12	