



General Certificate of Education

# **Leisure Studies**

**8641/8643/8646/8647/8649**

LS12 Lifestyle Management

# **Mark Scheme**

*2009 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
<b>1(a)</b>	<p>Simple factual statements such as, e.g. the <b>living conditions</b> of where someone lives or the <b>local facilities</b> which are available can affect lifestyle (this sentence would achieve 2 marks). There is no requirement for an explanation in this part of the question.</p> <p>An identification of four social or physical environmental factors, e.g.  Geographical location  Housing  Living conditions  Facilities  Social Class  Gender  Pollution  Occupation  Culture  Education</p>	<b>2</b>	<b>AO1</b>
<b>1 (b)</b>	<p>This answer will clearly explain in detail how one of the social or environmental factors which are chosen can affect a person's health. There is no requirement to evaluate the condition chosen. There are many statistics which clearly show that different environments throughout Europe (and the world) have a very significant impact on individuals' health and illness.</p> <p><b>Level 1</b>  This level answer will simply be statements of fact. The explanation will be limited to e.g. poor living conditions such as overcrowding can make someone ill and have poor health. There may be some inaccurate or exaggerated statements which will not gain credit.</p> <p><b>Level 2</b>  This will be a detailed explanation of how the chosen factor will impact on an individual's health. The answer will explain how, e.g. poor housing, which is not maintained adequately and may be damp and unhygienic, will directly cause illness and make it difficult to maintain a healthy lifestyle. All explanations are accurate and feasible at this level.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<b>AO2</b>

<p><b>1 (c)</b></p>	<p>This answer clearly shows an understanding of the meaning of economic factors and the contribution to health and illness. The answer may focus on individuals or populations. A lack of economic resources will have a major impact on the ability to choose a healthy lifestyle. The evaluation can include factors mentioned in parts (a) and (b), but must be clearly linked to the economics of the factor/s chosen, e.g., living conditions and housing are obviously linked to people's ability to afford the costs of their lifestyles. The evaluation includes a structured argument which due to educational and economic opportunities to make improvements in their circumstances considers the extent that people can choose their environment or is determined by factors beyond their control.</p> <p><b>Level 1 – Basic</b> This answer will show a basic attempt to link the economic factors to health and illness. The answer however will not go beyond certain basic statements about being able to meet the costs of healthy lifestyle activities or being able to afford healthcare costs.</p> <p><b>Level 2 – Clear</b> At this level there is a well-balanced evaluation of the economic factors which can contribute to health and illness. Whichever factors are chosen as examples they are used to good effect to support the evaluation e.g. social class can be a significant economic factor where certain sections of society begin with a head start from their family background. Statistics are possibly used to support this argument such as less illness among populations from higher social classes.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO4</b></p>
	<p><b>Total of question 1</b></p>	<p><b>16</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p>Develop active lifestyles that can be maintained throughout adult life.</p> <ul style="list-style-type: none"> <li>• Reduce the risk of chronic diseases into adulthood.</li> <li>• Social skills</li> <li>• Aids growth and development.</li> <li>• Psychological development</li> </ul>	2	AO1
2 (b)	<p>This answer describes how society must ensure that the opportunities and facilities in schools and the community are available, such as organised activities in leisure centres or clubs and PE time in schools is available. The answer also includes realistic recommendations for the specific group. The justification for society is the many physical benefits that can be gained by young people would encourage positive healthy attitudes and greater social inclusion and any costs would be outweighed by the benefits.</p> <p>Young people themselves need to make use of the opportunities which are available and ensuring that they participate in regular physical activity. In some locations there are clearly opportunities which are ignored The answer includes the idea that responsibility is a two-way process between people and society.</p> <p><b>Level 1</b> This level is a basic answer which makes only limited and general statements. This means that it is not possible to identify any reference to specific needs or requirements of the group. There is little or no attempt to justify the ways that the recommendations could be implemented.</p> <p><b>Level 2</b> A clear answer where the recommendations are realistic and relevant to the group. There is an understanding of the costs which are involved but these are recognised as being worthwhile to society. There is a good attempt to justify why society or young people could ensure that the recommendations are implemented. For marks at the top pf this range the answer also clearly indicates that the recommendation is a two-way process.</p>	<p>1 – 4</p> <p>5 – 7</p>	AO2 AO3

	<b>Level 3</b> This level answer is detailed, realistic and relevant; the answer makes reference to the group in detail. There are well developed ideas about ensuring recommendations are implemented. There is a detailed understanding that the benefits would outweigh any costs involved. The justification at this level includes society and young people. There is a clear discussion about how for any of these recommendations to be fully implemented would need commitment from society and young people.	<b>8 - 10</b>	
	<b>Total of question 2</b>	<b>12</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>Candidates should focus on those aspects of lifestyles which seem to be chosen by the individual. This excludes e.g. height and age, but could include weight. The obvious comparisons should include height to weight ratio, physical fitness, related health and leisure activities and other relevant factors. The impact of being a serious club athlete in comparison to a much less active lifestyle.</p> <p><b>Level 1</b> This level is basic and will include comparisons which are not chosen by the individual, such as age and height. There is some reference to each of the sections in the profile but is limited to basic comments which mainly repeat what is presented</p> <p><b>Level 2</b> This level is detailed and insightful. The comparison is comprehensively covered but is focused only on the factors which are chosen by each individual's lifestyle. The best answers may also refer to the positive and negative aspects of each profile (e.g. profile 1 has some active leisure activities which is a positive aspect or profile 2 being a serious runner can put too much pressure on joints which is negative).</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2
3 (b)	<p>There should be equal attention given to each individual and consideration of both profiles must be included. Profile 1 has more obvious scope to make improvements in the future but the individual in Profile 2 must consider the changes that are going to be needed in the future regarding serious (competitive) running as she approaches her 40's. All relevant factors will be considered in the discussion and there is scope to develop answers in various directions.</p> <p><b>Level 1</b> This is a basic answer and is weighted to one profile only. The discussion is entirely focused on the most obvious factors included in the profiles which are presented. For 4 marks at this level the discussion offers some detail especially for one profile.</p> <p><b>Level 2</b> This is a detailed discussion which makes clear reference to factors which are not immediately obvious, such as the impact of social class or occupation having an impact on lifestyle choices. Other factors also include reference to medical conditions. This is a well balanced answer and discusses both profiles in some detail.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO3
	<b>Total of question 3</b>	<b>14</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>4(a)</b>	<p>This answer explains the many social benefits of being a member of a variety of organisations and how it contributes to a healthy lifestyle. The answer will make certain statements about the nature of an organisation which provides a focus for the individual to be positive about their lives and not only provides the many social benefits (meeting others, etc) but the chance to improve their mental and physical health. There are, perhaps good detailed examples perhaps from the candidate's own experience which shows an understanding of the difference between organised and unorganised groups, and groups which promote unhealthy lifestyle activities.</p> <p><b>Level 1</b> This level answer makes basic statements about making friends and taking part in worthwhile activities. There is generally limited detail and explanation about the benefits to the individual and no mention of the wider implications to society.</p> <p><b>Level 2</b> This level answer is clear and includes greater detail about individual benefits. It is a full answer which explains a range of individual social benefits and should include implications to wider society to achieve top of this level.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO4</b></p>
<b>4(b)</b>	<p>The answer to this question firstly focuses on a well chosen group such as 'older male children aged between 7 and 10' or 'younger female adults between the ages of 21 and 25'. Wider groupings such as "disabled" or "obese" are acceptable but may lead to more generalised and vague answers. The nature of the question encourages reference to evidence from personal experience, the media or statistics which highlight the habits of these groups, e.g. there is considerable evidence that sports participation amongst a certain gender or age group is much more widespread than others. The evaluation includes the variety of circumstances that will influence whether an individual joins an organisation or not (including cultural or religious factors). There is some link to Q1 where economic circumstances could make an impact, however the answer needs to be directly relevant to belonging to an organisation and there should be an attempt to judge whether this is used as an excuse rather than a legitimate reason.</p> <p><b>Level 1</b> This level answer includes some generally relevant points but does not make a good choice of group and could include the group specifically asked to exclude. There is little sensitivity to the social, cultural, economic or psychological factors which impact on participation. For 4 marks a range of general factors are considered.</p>	<p><b>1 – 4</b></p>	<p><b>AO4</b></p>

	<p><b>Level 2</b> This level focuses on a well chosen group and begins to evaluate a range factors which encourage or discourage participation in clubs or organisations. The lifestyle habits of the group are evaluated and the answer balances the factors mentioned between individual choice and external influences.</p> <p><b>Level 3</b> This level answer focuses on a well chosen group and fully evaluates a wider range of factors which encourage or discourage participation in clubs or organisations. The lifestyle habits of the group are evaluated and there is a clear discussion which balances the factors mentioned between individual choice and external influences.</p>	<p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	
	<b>Total of question 4</b>	<b>18</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>5 (a)</b>	<p>This answer will explain that many people have developed inactive lifestyles for many reasons. The answer will offer a range of possible reasons ranging from e.g. individual circumstances involving long working hours, commuting, family commitments, to wider socio-economic reasons. Answers will also consider modern lifestyles which encourage inactivity, such as computers and TVs as major leisure activities. This is a general lifestyle question and a range of possible responses will be considered. The answer however should be well constructed and may well use arguments based on research and statistics, not just reports from the media. The answer should also be a balance between the social constraints and individual lifestyle choices.</p> <p><b>Level 1</b> This is a basic answer and makes simplistic statements. There is little evidence that lifestyle analysis of different individuals has taken place and displays limited understanding of the wide-ranging nature of the question. Some answers may focus on the meaning of sedentary which is not a requirement.</p> <p><b>Level 2</b> This is a clear and well-developed answer which makes considered statements about a range of possible individual and wider socio-economic reasons for a sedentary lifestyle amongst the 50+ age group. This answer is clearly based on legitimate evidence from current research and statistics (a clear answer without supporting evidence could still achieve the lower end of L2).</p>	<p><b>1 – 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO1</b> <b>AO3</b></p>
<b>5 (b)</b>	<p>This answer should strongly refute the first part of the statement. Any answer which shows a tendency to agree will be restricted to L1. The answer will discuss that this statement is part of the problem. It displays a common stereotypical attitude towards physical activity and sport that older people are not capable of taking part. The answer will discuss a range of reasons that have led to this situation, including the social pressures of conforming to particular roles. This general attitude has also led to the lack of facilities and opportunities for older people to take part in more strenuous sporting activities which would encourage more active lifestyles. The answer could follow on from part (a) and discuss how modern lifestyles also do not encourage physical activity, especially sports.</p> <p><b>Level 1</b> This level is a basic discussion which generally agrees with the statement. This level does not specifically refer to sports and the nature of this type of activity. To achieve 4 marks, the discussion is still basic but makes straight forward statements about older people taking part in sport.</p>	<p><b>1 – 4</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO4</b></p>

	<p><b>Level 2</b> This is a clear discussion about stereotypical attitudes which help to discourage sports participation amongst the older generations, leading towards sedentary lifestyles. The discussion also explores a range of reasons why older people may be discouraged from taking part in sport, including reference to the media or professional sport for top marks in this range.</p> <p><b>Level 3</b> This level answer is very well structured and develops the discussion towards a full understanding about how social roles and pressures make people easily develop individual attitudes which will discourage sports participation. There is a clear understanding of the nature of sport and for top marks in this range how media obsession with celebrity and high achievement helps towards discouraging sports participation.</p>	<p><b>5 – 8</b></p> <p><b>9 – 12</b></p>	
	<p><b>Total of question 5</b></p>	<p><b>18</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>This question allows candidates the scope to discuss a range of ‘health’ issues in comparison to other European countries which will have been included as part of the study of this unit. The discussion will focus on the idea that human health is a major issue for all cultures and societies. There is a clear understanding that stereotypical attitudes are irrelevant to this answer. There are obviously many different approaches, government policies, or traditional attitudes towards good health, in all European countries, yet the common drive towards a healthy nation based on sound scientific evidence should form the basis of this discussion.</p> <p>Candidates may discuss a range of European countries or focus on one or two they have studied in more depth. The discussion may well criticise or praise attitudes or policies which are known to be having negative or positive effects on the health of people in Europe. Candidates will include a range of health issues which have been studied as part of Lifestyle Management.</p> <p><b>Level 1</b> This is a basic and generalised discussion which provides limited or very little evidence of a study of other European countries. There is little insight into the concepts of universal good health across nations or any understanding that human health is a major issue in all countries. For 4 marks at this level, candidates show a clear understanding of the concept of ‘good health’.</p> <p><b>Level 2</b> This is a clear and coherent discussion about ‘good health’. The references to other European countries are relevant and realistic. There is a good understanding of the factors which contribute to good health and the complexity which surrounds the topic. There are some references to specific health issues in particular countries which may be similar or different to the UK. The evidence could include statistics or other accurate sources such as recent health trends.</p> <p><b>Level 3</b> This answer moves on from Level 2 and is well balanced, detailed and accurate. There is evidence of wide-ranging knowledge of health issues in the UK compared to other European countries. Candidates at this level demonstrate a full understanding of all the concepts involved and include a wide range of references to other countries or a depth of knowledge about one or two specific countries.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p>	<p><b>AO1</b> <b>AO3</b></p>
	<b>Total of question 6</b>	<b>12</b>	