



**General Certificate of Education**

**Leisure Studies**

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

**LS12 – Lifestyle Management**

**Mark Scheme**

*2010 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 A2 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)(i)	<p><u>Notes for answers</u></p> <p>Simple naming a component will not attract any marks. There must be some indication that the named components helps towards a healthy diet e.g. higher carbohydrates or accurate % of a balanced diet. No marks for any health related component such as exercise.</p> <ul style="list-style-type: none"> <li>• Higher Carbohydrates or approximate %</li> <li>• Less fat, simple sugars and salt</li> <li>• Moderate amounts of protein rich foods for approximate %</li> <li>• Higher Vitamins and minerals</li> <li>• Sufficient amounts of water</li> <li>• 5 a day fruit and vegetables</li> </ul>	2	AO1
1 (a)(ii)	<p><u>Notes for answers</u></p> <p>E.G.</p> <p><b>Carbohydrates</b> <i>This group of foods are an excellent source of fibre and are rich in vitamins from the B complex. These include breads, cereals and potatoes, which should be our main source of energy</i></p> <p><b>Vitamins and Minerals</b> <i>Vitamins and minerals are essential for good health. The majority of us who maintain a healthy diet will have all the vitamins and minerals we require. If you are eating a varied diet, vitamin and mineral supplements are probably not necessary. Vitamins are important in a range of biochemical reactions. Minerals are important in maintaining ionic balances and many biochemical reactions</i></p> <p><u>Mark Scheme</u></p> <p><b>Level 1 - Basic</b></p> <p>This is a basic answer which includes a limited or confused explanation. References to exercise as a main part of the answer are irrelevant. The statements are general and vague, such as fruit and vegetables are 'good' for you. If the candidate two descriptions are limited as above, a maximum of one mark. If one description gives a clearer (but not full) explanation, up to three marks can be awarded</p>	1 – 3	AO1



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p><u>Notes for answers</u></p> <p>This answer will mainly focus on the most obvious benefits such as life saving drugs to simple pain relief. To score the 4 marks candidates will need to choose two clear benefits and then offer well structured descriptions e.g.</p> <ul style="list-style-type: none"> <li>• Disease and illness – helping to prevent further problems and repair damage</li> <li>• Drugs are vital to saving lives such as pain killers given when people have operations.</li> <li>• Many people suffer from headaches and simple pain relief allows them to function normally.</li> <li>• Insulin allows Type 1 Diabetics to live full and healthy lives</li> <li>• People with psychological disorders such as depression or schizophrenia can be helped by drugs which help chemical balances in the brain</li> </ul>	4	AO1
2(b)(i)	<p><u>Notes for answers</u></p> <p>For two marks the name of the drug and its effect must be accurate and realistic. The effects may be short or long term, such as damage to organs or nausea etc. No marks to be awarded for negative psychological or emotional effects (if there is reference to changes in brain chemistry however this may be acceptable). Legal, prescription drugs may also be included in this answer.</p>	2	AO1
2(b)(ii)	<p><u>Notes for answers</u></p> <p>Candidates can focus on psychological or physiological problems which can then lead to many of the social problems caused by drug misuse Reference to 2a is allowed but needs to be linked directly to social problems. Psychological problems such as paranoia, severe mood swings, emotional problems, or physical problems can be mentioned which then leads to many of the social problems, which is the focus of this question. If the answer focuses on legal social drugs such as alcohol and tobacco this is acceptable although again directly linked to the social problems they may cause. For a full answer there needs to be reference to wider social problems caused by the misuse of drugs such as an increase in crime, but also more individual problems such as within families.</p>		AO2

	<p><b>Level 1 - Basic</b> This is a basic commentary which shows a limited understanding of the issues which are involved either socially or psychologically. There is also a limited range of examples and the answer is often confused. This answer could also focus mainly on the physical problems caused by drug misuse which will not attract marks</p> <p><b>Level 2 - Clear</b> This is a clear answer and shows a reasonable understanding of the topic. There is a lack of depth in some parts of the answer but uses a range of examples to support the explanation. There may be a clear imbalance between wider problems and individual problems which are explained, limiting to L2.</p> <p><b>Level 3 - Detailed</b> This is a full and well balanced answer which shows a good understanding of the serious problems caused by the misuse of drugs. There is a good range of examples including wider social problems and more individual problems.</p>	<p><b>1 – 4</b></p> <p><b>5 – 7</b></p> <p><b>8 – 10</b></p>	
	<b>Total of question 2</b>	<b>16</b>	



	<p><b>Level 3 - Detailed</b>                  This is a detailed and well considered answer. The difference between L2 and L3 is the candidate providing an explicit ‘justification’ of the practical strategies such as – family cycling trips would provide the opportunity to take part in healthy aerobic exercise, it would be fun and a good way to motivate each member of the family regardless of their age.</p>	<p><b>9 - 12</b></p>	
	<p><b>Total of question 3</b></p>	<p><b>16</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	<p><u>Notes for answers</u> Candidates need to be able to understand the nature of the information provided. People are living longer but not necessarily more healthily. There are many complex reasons and not one specific answer. This is why there needs to be a discussion about possible reasons. The quality and depth of the response is more important than providing an extensive range of reasons, although a certain amount of breadth will be given credit. In general terms the main reasons for improved life expectancy are linked to better drug treatments and better medical care and screening. The improvements in cancer treatments for example, and increased knowledge about disease and infection continue to improve. Prolonging lives is a major aim of the medical services; this aim is not matched with lifestyle improvements which would lead to longer healthy life expectancy. Higher level answers also include some possible reasons for the gender differences in life and healthy life expectancy.</p> <p><b>Level 1 - Basic</b> This is a basic discussion at a level which shows a limited understanding of the information provided. There is also a limited attempt to discuss the main reasons for the improvements. There is no distinction between the idea of life expectancy and healthy life expectancy. There is a limited attempt at discussing the statistics provided but mainly repeats the information rather than discussing the reasons.</p> <p><b>Level 2 - Clear</b> This is a clear answer and obviously understands the information provided and enters into a discussion of the reasons of life expectancy not keeping up with healthy life expectancy. There will also be a good attempt at discussing the statistics and information and does show an understanding by analysing at a basic level.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3

<p><b>4 (b)</b></p>	<p><u>Notes for answers</u>  This answer needs to focus on the impact that older people who live in a more healthy state for longer can have on society as a whole. The idea that people up to and past retirement age will continue to be productive in economic terms is an obvious benefit to society. By living a healthier lifestyle past 60 there will be less strain on the National Health and the care services needed to look after people 60+. There will also be less strain on families who end up having to care for older people which will in turn impact on their lifestyles. Increased overall happiness and well-being must be worth a bit.</p> <p><b>Level 1 - Basic</b>  This level answer provides a basic assessment of the benefits to society and may only focus on individual health benefits. If wider social benefits are not mentioned marks will be restricted to L1 and a maximum of 2. A basic assessment but with an obvious understanding of the question will be able to access 4 marks.</p> <p><b>Level 2 - Clear</b>  This is full and clear answer which assesses the main benefits to society of people living longer but more healthy lives. To achieve 8 marks the economic benefits must be included.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO4</b></p>
<p><b>4 (c)</b></p>	<p><u>Notes for answers</u>  Candidates need to look carefully at stem in order to evaluate the implications. This question is mainly focused on the implications for the individual. This may be expanded to wider social issues if it is a development from an individual issue. Individual implications will include examples of being able or unable to carry out certain functional daily activities such as, bathing, dressing, and shopping. Autonomy and dependency issues will form a part of this answer which should then be evaluated by recognizing the serious nature of the implications.</p> <p><b>Level 1 - Basic</b>  This is a basic answer which does not attempt to evaluate the implications. The answer could include a range of issues but is mostly poorly structured and confused. There is little evidence of understanding the issues involved</p>	<p><b>1 - 4</b></p>	<p><b>AO4</b></p>

	<p><b>Level 2 - Clear</b>                  This is a clear answer which shows awareness of a range of implications from an individual perspective. There is an implicit attempt to evaluate by using relevant examples</p> <p><b>Level 3 - Detailed</b>                  This is detailed answer and carefully evaluates the implications for individuals. There is sensitivity to the seriousness of the problem for individuals who may lose their autonomy and become very dependant on others (or society – this may also include financial issues).</p>	<p><b>5 - 7</b></p>	
		<p><b>8 - 10</b></p>	
	<p><b>Total of question 4</b></p>	<p><b>24</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p><u>Notes for answers</u></p> <p>This will include realistic and practical suggestions e.g. courses for becoming more healthy such as stopping smoking, weight management. Financial incentives including vouchers and bonuses for exercise participation (+ health club membership) bike purchasing and using schemes, promoting healthy eating etc. Other practical suggestions such as improving workplace environment.</p> <p>Negative suggestions such as reduction in wages or holidays may have legal implications so is not considered a viable strategy.</p> <p><b>Level 1 - Basic</b> This answer gives at least two practical suggestions which are either unrealistic or only briefly described. For three marks one of the suggestions is clear and realistic. For 3 marks at least two of the suggestions are clear and realistic.</p> <p><b>Level 2 - Clear</b> This is a clear answer which gives three practical and realistic suggestions</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2 AO3</p>
	<b>Total of question 5</b>	<b>6</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p><u>Notes for answers</u></p> <p>Most answers will support the idea that health problems would be reduced if social and economic conditions improved. At the same time answers will recognise in their discussion that even with favorable social and economic conditions health problems would still exist. Well balanced answers will also include ideas which consider deprivation as being a cycle of social continuity. Poor communities, high unemployment leading to educational failure also fuels deprivation which causes health problems. The discussion however can be very supportive of the statement and with a well argued discussion recognise the impact of poverty and deprivation on health. It is also possible not to be so supportive of the statement and consider the many individual choices people are provided with in Scotland and the U.K.</p> <p><b>Level 1 - Basic</b>  This level provides a basic commentary in support or rejection of the statement. There is a limited attempt to provide examples to support a basic argument. There is mostly only a limited structure to the commentary, although to achieve 4 marks some structure must be evident. 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 which provides a structured commentary and discussion. There is a clear understanding of the complexity of the issues and an understanding that health problems would not “disappear”. There is a clear attempt to engage in the arguments that deprivation does ‘fuel’ health problems but there is also an element of choice. This level will also point to other evidence to support their discussion such as people considered to be ‘lower class’ who seem to much worse when it comes to leading healthy lifestyles. 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>1 – 4</p> <p>5 – 8</p>	<p>AO1  AO3  AO4</p>

	<p><b>Level 3 - Detailed</b></p> <p>This is a detailed answer which provides a detailed discussion of the statements and recognises wider issues which may impact on health. At this level the individual is considered and the discussion shows that even if autonomous decisions are limited by deprivation, at this level individual choices must be mentioned as a factor. Full use of a form and style of writing appropriate to purpose and subject matter.</p> <p>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>9 – 12</b></p>	
	<p><b>Total of question 6</b></p>	<p><b>12</b></p>	