

General Certificate of Education Leisure Studies

Specimen Assessment Materials and Mark Schemes

GCE Advanced Subsidiary (Single Award) (8641)

GCE Advanced Subsidiary (Double Award) (8643)

GCE Advanced (Single Award) (8646)

GCE Advanced (Double Award) (8649)

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The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

GCE LEISURE STUDIES
Unit 2 A People Business

LS02

To be conducted between DDMMYY and DDMMYY

In addition to this paper you will require:

four answer books, one for each task.

You may additionally use graph or plain paper if required.

You may use a calculator.

Time allowed: 4 sessions of 1½ hours each

FOR RELEASE TO CANDIDATES FROM DDMMYY

Instructions

- Use blue or black ink or ball-point pen. Pencil, including colours, should only be used for drawing.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is LS02.
- No materials are to be stuck into your answer book.
- Attempt **all** assignment tasks.
- Cross through any work you do not want marked.
- If you need extra paper, use additional answer sheets.

Information

- The maximum mark for this paper is 80.
- Mark allocations are shown in brackets.

INSTRUCTIONS AND GUIDANCE FOR TEACHERS AND CANDIDATES TAKING EXTERNALLY ASSESSED ASSIGNMENTS

The externally assessed assignment

The assignment must be taken during the two weeks DDMMYY to DDMMYY. It may be taken as one six-hour session or in up to four 1½ hour sessions. Each session must be a multiple of 1½ hours.

Preparing for the assignment

Candidates will sit the assignment under examination conditions. The preparatory folder, which must contain only notes written by the candidate and material collected from the organisations studied, must be collected by the teacher **before** the two-week assignment period begins. The folder will be given out at the beginning of the controlled conditions session, collected by the teacher at the end of each session and kept securely between sessions. Nothing may be added to the folder during the two-week assignment period and no other material may be taken into the examination session(s).

Writing the assignment under controlled conditions

The assignment consists of four tasks, each designed to be completed in 1½ hours. The tasks must be given to the candidates at the start of the first controlled conditions session. Each task is to be written in a new answer book. At the end of each 1½ hour session, the answer book containing one completed task will be collected and kept securely by the teacher until the end of the final session. No alterations or additions may be made to candidates' answers to each task once the session has ended.

At the end of the final (fourth) session, the four answer books for each candidate must be fastened together and sent to the designated examiner.

Controlled conditions sessions may be in any multiple of 1½ hours and must be completed within the two-week assignment period. Examples of some acceptable time allocations are shown below:

1	2	3	4	One 6 hour session
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	Two 3 hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	4 1½ hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	One 4½ and one 1½ hour session
1½ hours	1½ hours	1½ hours	1½ hours	

or any other combination of four sessions in 1½ hour multiples.

Presentation of the assignment

- Your completed assignment should be contained in about twenty-four sides of A4.
- Keep strictly to the set tasks.
- Cross through any work you do not want the examiner to mark.

Attempt **all** assignment tasks.

THE ASSIGNMENT

Assignment Task 1: Meeting customer needs

For **one** organisation you have studied, explain how it meets customer needs in each of the following respects:

- (a) providing product knowledge *(5 marks)*
- (b) staffing levels *(5 marks)*
- (c) appropriate signing *(5 marks)*
- (d) health and safety. *(5 marks)*

Assignment Task 2: Providing customer satisfaction

For **one** organisation you have studied:

- (a) describe how it makes use of a range of methods of measuring customer satisfaction, including the role of technology *(15 marks)*
- (b) describe how it attempts to anticipate and avoid customer complaints. *(5 marks)*

Assignment Task 3: Maintaining image

Analyse your research into one or more organisation(s) you have studied to assess how well it maintains its overall image.

(20 marks)

Assignment Task 4: Importance of good customer service

Evaluate the importance of providing good customer service for one or more organisation(s) you have studied.

(20 marks)

END OF ASSIGNMENT TASKS



General Certificate of Education

LEISURE STUDIES

Unit 2 LS02

A PEOPLE BUSINESS

MARK SCHEME

Assignment Task 2(a)

For one organisation you have studied describe how it makes use of a range of methods of measuring customer satisfaction, including the role of technology.

Expected Response	Mark Allocation	Assessment Objective
<p>Level 1 – Basic At the lower end of this level, expect sketchy statements about methods – surveys of various kinds, feedback forms, observation, etc. but with little attempt to provide detail and similarly rudimentary attempts to indicate how the organisation uses the methods. At the upper end of the level, one or both of these aspects will be in more detail but still lacking depth of knowledge and failing to show how the methods are applied in the selected organisation. Some technology may be mentioned.</p>	1 – 5	
<p>Level 2 – Clear At the lower end of this level, expect clear descriptions of methods with some indication that different styles, designs, approaches, etc. exist within methods. Inclusion of reasoning about why such details are significant in the selected organisation’s use of the methods will indicate an answer in the upper half of the level. Fuller detail about how the methods are applied will indicate the top of this level. The role of technology in measuring customer service satisfaction is considered.</p>	6 – 10	AO1 AO2
<p>Level 3 – Detailed The characteristic of an answer at this level will be its systematic approach, combining a thorough survey of methods used and with what purpose. There will be close linking to the chosen organisation’s business/activity, the nature of its customers and their expectations. The ability to apply a detailed knowledge and understanding of measuring methods to describing how the organisation makes use of them in context will indicate the top of this level. The role of technology in successfully measuring customer service satisfaction and in reacting to this information is fully considered.</p>	11 – 15	

Assignment Task 2(b)

For one organisation you have studied describe how it attempts to anticipate and avoid customer complaints.

Expected Response	Mark Allocation	Assessment Objective
<p>Level 1 – Basic At the lower end, answers are likely to be confined to a series of basic and/or bland statements about, for example, how staff try to be friendly, smiling, helpful, etc. – and this will help avoid customer complaints. Answers at the upper end of the level will show signs of recognising that organisations take positive steps to identify likely sources of dissatisfaction (e.g. inability to obtain information, absence of a senior member of staff able to step in at an early stage in a potential problem situation, failure to provide what is advertised, etc.) and design systems and structures to try to avoid dissatisfaction arising.</p>	1 – 3	AO2
<p>Level 2 – Clear Answers are likely to recognise and give details about the chosen organisation which demonstrate an understanding of the positive steps taken to identify likely sources of dissatisfaction and design systems and structures to try to avoid the problem. At the upper mark in this level there should be a good example (or examples) given, from the chosen organisation, both of anticipation and of the avoidance of complaints.</p>	4 – 5	

Assignment Task 3

Analyse your research into one or more organisation(s) you have studied to assess how well it maintains its overall image.

Expected Response	Mark Allocation	Assessment Objective
<p>Level 1 Superficial answers, containing very little evidence of being based on research, will be typical of this level. Basic reference is likely to be made to the notion of image but, if not backed up by evidence about the organisation(s) concerned, such an answer will remain at the lower end of this band.</p> <p>Level 2 Some research evidence should appear at the lower end of this level and become more secure at the upper end. Answers should begin to show recognition of the importance of image to most organisations or, if a chosen organisation is found to be without a distinctive image, recognition of that within the assessment. Towards the top end of this band expect to see judgments, perhaps not strongly supported by evidence, about the degree of success shown by the organisation(s) in maintaining an image.</p> <p>Level 3 Evidence of sound research is required at this level and by the upper end of the level there should be an attempt to apply analytical thinking to information collected by the candidate. It would be unrealistic to expect extensive data analysis but reference to data (in its widest sense) should be present. There should be details of the perceived image of the organisations studied which, at the upper end of the level, should be supported by example or quotation (perhaps from the organisation's mission statement or other PR material). There should be an assessment, not necessarily in great detail or strongly evidenced, about the degree of success shown by the organisation(s) in maintaining an image.</p> <p>Level 4 Thorough research is required at this level and a detailed analysis of information collected by the candidate. Data – not necessarily numerical – should be present. There should be full detail about the image of the organisations studied. To reach the highest marks candidates will show their ability to select and deploy evidence and make a convincing assessment of the degree of success achieved by the organisation(s) and this needs to be against a sound assessment of its image aspirations.</p>	<p>1 – 5</p> <p>6 – 10</p> <p>11 – 15</p> <p>16 – 20</p>	<p>AO2</p> <p>AO3</p>

Assignment Task 4

Evaluate the importance of providing good customer service for one or more organisation(s) you have studied.

Expected Response	Mark Allocation	Assessment Objective
<p>“Organisations” is in the plural in order to allow candidates flexibility to consider several if that helps them to cover a wider range of examples. Candidates who draw all their examples from one organisation should not be penalised for that <i>per se</i>. It is the range and depth of the evaluation which is being credited.</p> <p>Level 1 Answers are likely to consist of generalised, basic statements only tenuously related to the specific organisation(s) studied. Evaluation will be limited to simple notions such as satisfied customers leading to bigger profits or improving reputation. At the top of this level, expect a little more development, perhaps with simple but relevant examples – but no depth.</p> <p>Level 2 A characteristic of answers at this level will be some focus on the particular circumstances of the organisation(s) studied. Better candidates will, at the higher end of the range, start to offer evidence (not necessarily quantified) or more detailed examples to help them demonstrate the value of customer service in their organisation(s). They are likely to recognise that the benefits go beyond simple notions such as increased profits and happier customers.</p> <p>Level 3 Answers should be clearly structured around demonstrated understanding of the particular circumstances of the organisation(s) studied. Towards the top of this level there will be substantiated evidence (which may be qualitative or quantitative in nature) and well-chosen examples used to demonstrate the value of customer service in their organisation(s). The evaluation is likely to cover a range of both “front-line” benefits such as increased profitability and better word-of-mouth promotion and less obvious benefits such as more contented staff resulting in lower staff turnover.</p>	<p style="text-align: center;">1 – 5</p> <p style="text-align: center;">6 – 10</p> <p style="text-align: center;">11 – 15</p>	<p style="text-align: center;">AO1 AO2 AO4</p>

<p>Level 4 Answers need to be fully detailed and show a thorough understanding of the particular circumstances of the organisation(s) studied. There will be structured links, backed up with substantiated evidence, i.e. qualitative or quantitative, which the candidate uses to make evaluations of the strength of the contribution made by good customer service to the overall performance of the organisation(s). Candidates will show holistic awareness of the organisation(s) by linking aspects of customer service to a range of benefits covering those which are concrete (such as increased profitability and better word-of-mouth promotion) indirect (such as more contented staff resulting in lower staff turnover) and even intangible (such as a better atmosphere and image).</p>	16 – 20	
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Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1	20			
2	5	15		
3		4	16	
4	5	2		13

Weightings of Assessment Objectives

AO1	30
AO2	21
AO3	16
AO4	13
Total	80

GCE LEISURE STUDIES
Unit 4 Leisure Facilities

LS04

To be conducted between DDMMYY and DDMMYY

In addition to this paper you will require:

four answer books, one for each task.

You may additionally use graph or plain paper if required.

You may use a calculator.

Time allowed: 4 sessions of 1½ hours each

FOR RELEASE TO CANDIDATES FROM DDMMYY

Instructions

- Use blue or black ink or ball-point pen. Pencil, including colours, should only be used for drawing.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is LS04.
- No materials are to be stuck into your answer book.
- Attempt **all** assignment tasks.
- Cross through any work you do not want marked.
- If you need extra paper, use additional answer sheets.

Information

- The maximum mark for this paper is 80.
- Mark allocations are shown in brackets.

INSTRUCTIONS AND GUIDANCE FOR TEACHERS AND CANDIDATES TAKING EXTERNALLY ASSESSED ASSIGNMENTS

The externally assessed assignment

The assignment must be taken during the two weeks DDMMYY to DDMMYY. It may be taken as one six-hour session or in up to four 1½ hour sessions. Each session must be a multiple of 1½ hours.

Preparing for the assignment

Candidates will sit the assignment under examination conditions. The preparatory folder, which must contain only notes written by the candidate and material collected from the organisations studied, must be collected by the teacher **before** the two-week assignment period begins. The folder will be given out at the beginning of the controlled conditions session, collected by the teacher at the end of each session and kept securely between sessions. Nothing may be added to the folder during the two-week assignment period and no other material may be taken into the examination session(s).

Writing the assignment under controlled conditions

The assignment consists of four tasks, each designed to be completed in 1½ hours. The tasks must be given to the candidates at the start of the first controlled conditions session. Each task is to be written in a new answer book. At the end of each 1½ hour session, the answer book containing one completed task will be collected and kept securely by the teacher until the end of the final session. No alterations or additions may be made to candidates' answers to each task once the session has ended.

At the end of the final (fourth) session, the four answer books for each candidate must be fastened together and sent to the designated examiner.

Controlled conditions sessions may be in any multiple of 1½ hours and must be completed within the two-week assignment period. Examples of some acceptable time allocations are shown below:

1	2	3	4	One 6 hour session
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	Two 3 hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	4 1½ hour sessions
1½ hours	1½ hours	1½ hours	1½ hours	
1	2	3	4	One 4½ and one 1½ hour session
1½ hours	1½ hours	1½ hours	1½ hours	

or any other combination of four sessions in 1½ hour multiples.

Presentation of the assignment

- Your completed assignment should be contained in about twenty-four sides of A4.
- Keep strictly to the set tasks.
- Cross through any work you do not want the examiner to mark.

Attempt **all** assignment tasks.

THE ASSIGNMENT

Assignment Task 1: Current use of Leisure Facilities

For **two** contrasting types of leisure facility that you have studied, explain how their current use is influenced by each of the following:

- (a) the location of, and access to, each facility *(10 marks)*

- (b) the key features of **each** facility's exterior and interior design. *(10 marks)*

Assignment Task 2: Developing the Potential of Leisure Facilities

For **each** of the facilities chosen in **Task 1**, explain what aspects of accessibility, design and layout might be improved to allow them to operate to their full potential.

(20 marks)

Assignment Task 3: Sources of Funding

The development of your **two** chosen leisure facilities is likely to be costly.

Using your knowledge of financial resources, make a reasoned assessment of possible sources of funding.

(20 marks)

Assignment Task 4: Legislation involved in planning and design

Any expansion at a leisure facility will need to comply with planning and design legislation.

For **one** of your chosen facilities, identify, and analyse the significance of, the planning and design legislation issues which are likely to affect any plans for expansion.

(20 marks)

END OF ASSIGNMENT TASKS



General Certificate of Education

LEISURE STUDIES

Unit 4 LS04

LEISURE FACILITIES

MARK SCHEME

Assignment Task 2

For each facility chosen in Task 1, explain what aspects of accessibility, design and layout might be improved to allow them to operate to their full potential.

Expected Response	Mark Allocation	Assessment Objective
<p>Full answers should show researched information and candidates' own ideas which will vary according to the facilities chosen. Responses might relate to (but are not limited to):</p> <ul style="list-style-type: none"> • restrictions created by lack of space • developing multi purpose use or new uses/courses • improved parking, transport links • design/layout improvements. 		
<p>Level 1 Candidates give a descriptive outline of improvements to accessibility, design and layout with few additional ideas or evidence of research. There may be limited understanding of how facilities might operate to their full potential. Candidates may only deal with one facility.</p>	1 – 5	AO1 AO2
<p>Level 2 Candidates give clear suggestions of improvements to accessibility, design and layout of the two facilities and provide some explanation as to how each facility could reach its full potential. Some evidence of research is evident.</p>	6 – 10	AO3 AO4
<p>Level 3 Candidates have demonstrated the results of research and own ideas explaining how the two facilities could reach their full potential. Detailed explanation of suggested realistic improvements to accessibility, design and layout of the two facilities and understanding of the connections between the two.</p>	11 – 15	
<p>Level 4 A well structured response, with considered research into the suggested improvements to accessibility, design and layout of the two facilities and a full explanation of how the two facilities could reach their full potential in making these improvements. Suggestions are realistic and demonstrate a good understanding of the connections between the two.</p>	16 – 20	

<p>Level 3 Candidates will display detailed understanding of the nature of a range of different funding sources and show that they can apply that understanding to the two chosen cases. There will be evidence of some research having been carried out which will allow realistic analysis of the likelihood of specific funding types being available in the two chosen examples.</p>	<p>11 – 15</p>	
<p>Level 4 Access to this level is dependent upon candidates showing that they have been able to use knowledge and understanding of funding issues to evaluate in some depth the needs and likely sources of funding for both facilities studied. Their conclusions should be well supported with detailed information gleaned from research. It is to be expected at this level that candidates will recognise that their chosen facilities may not be able to generate funding because their case is insufficiently strong.</p>	<p>16 – 20</p>	

Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1	10	5	5	
2	5	5	5	5
3		5	10	5
4	5	5	5	5

Weightings of Assessment Objectives

AO1	20
AO2	20
AO3	25
AO4	15
Total	80

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

Leave blank



GCE LEISURE STUDIES
Unit 9 Working in the People Business

LS09

No additional materials are required.
You may use a calculator.

Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra paper, use the additional answer sheets.
- Do all rough work in this book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 90.
- Mark allocations are shown in brackets.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
Total (Column 1)			
Total (Column 2)			
TOTAL			
Examiner's Initials			

Answer **all** questions in the spaces provided.

1

Total for this question: 20 marks

Study **Figure 1** which shows the hierarchical staffing structure of Irchester Country Park.

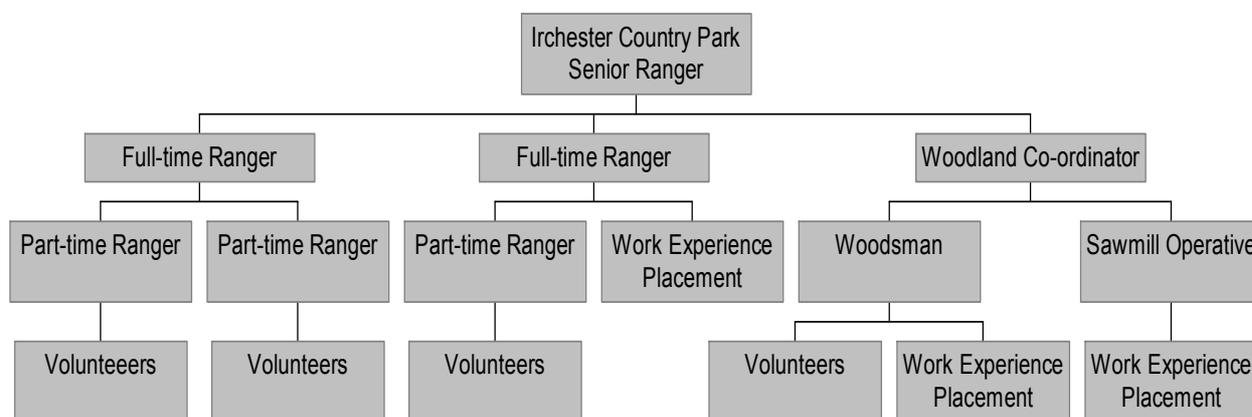


Figure 1

- (a) Using **Figure 1** as a guide, draw a hierarchical structure below, using **six** different job positions, for a leisure organisation within the Arts and Entertainment component.

(8 marks)

(b) Outline the nature of **each** of the job positions that you have mentioned.

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(6 marks)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ▶

(c) Describe a career progression route for a person in a position at the base of the hierarchy for the organisation that you have chosen in part (a).

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(6 marks)

2

- (a) A student has successfully completed his/her Advanced Level qualifications and is looking for a career in the leisure industry. List and justify a range of sources that the student might use to find suitable positions to apply for.

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(5 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ▶

(b) Describe how else the student might gain employment besides applying for advertised positions.

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(4 marks)

(b) Describe a range of motivational techniques that may be used by the fast food outlet to help it to retain staff.

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(6 marks)

(a) What is the main purpose of a contract of employment?

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(2 marks)

(b) Discuss **one** way a contract of employment can benefit an employee. Refer to **one** job role you have studied.

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(5 marks)

(c) Analyse how a training programme for staff might benefit both the employer and the employees.

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(6 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ▶

Study the job advertisement in **Figure 2** below.

The Lakes Golf and Country Club

Applications are requested for the position of

HEAD GREEN KEEPER

Established in 1994 The Lakes Golf and Country Club is an 18 Hole 6,116 metre championship course situated 1 mile east of Lake Windermere in the Lake District National Park. The course was designed by championship golfer, Nick Faldo to the highest international standards and boasts spectacular views.

The successful candidate must be hard working, self-motivated with excellent supervisory skills to lead the green-staff team.

In addition the applicant must have:

- **NVQ level 3 or equivalent plus PA1, PA2, and PA6 certificates**
- **A minimum of 5 years experience as a 1st Assistant Green Keeper**
- **A proven ability to prepare and monitor annual course budgets**
- **Experience in the maintenance of sand-based greens**

Salary £24,500 – £30,000

This is a full-time permanent position 37.5 hrs/wk.
An excellent remuneration and relocation package is on offer.

Please apply in writing no later than **January 30th 2004**, including a full CV with salary expectations to:

**The General Manager
The Lakes Golf and Country Club
Ryedale Road
Windermere
Cumbria
CM4 4PX**

Further information from The General Manager 01454 112233

The Lakes Golf and Country Club is an Equal Opportunities Employer

Figure 2



General Certificate of Education

LEISURE STUDIES

Unit 9 LS09

Working in the People Business

MARK SCHEME

Question	Expected Response	Mark Allocation	Assessment Objective
1(a)	<p>Level 1 – Basic Basic hierarchy. Little evidence of a variety of levels, may be a confused structure. May not be in Arts and Entertainment component.</p> <p>Level 2 – Clear Clear hierarchy. Job positions well structured.</p> <p>Level 3 – Detailed Detailed hierarchy drawn, with six appropriate positions shown at a variety of levels.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 8</p>	AO1
(b)	1 mark for each type of job correctly outlined, i.e. seasonal, permanent, temporary, etc.	6	AO2
(c)	<p>Level 1 – Basic Basic career progression route described.</p> <p>Level 2 – Clear Clear description of a variety of appropriate career progression routes.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO3
2(a)	<p>Suggestions of appropriate sources, include:</p> <ul style="list-style-type: none"> • local press • internet • trade press – need a named publication • notice boards in leisure organisations, local council offices • contacts in the industry. <p>Level 1 – Basic A few sources with some justification.</p> <p>Level 2 – Clear Many sources with clear justification for their use.</p>	<p>1 – 3</p> <p>4 – 5</p>	AO3

Question	Expected Response	Mark Allocation	Assessment Objective
2(b)	<p>Acceptable answers include:</p> <ul style="list-style-type: none"> • send CVs and letters of application direct to companies • attend recruitment fairs • sign on with employment agencies • volunteer work. <p>Level 1 – Basic A basic description with only 1 or 2 ideas, some may not be appropriate.</p> <p>Level 2 – Clear A clear description of the alternative ways to gain employment, mentioning a variety of the options listed above.</p>	<p>1 – 2</p> <p>3 – 4</p>	AO3
3(a)	<p>Expected answers include:</p> <ul style="list-style-type: none"> • poor pay • poor working conditions • no career prospects • unsociable hours • tedious work. <p>Level 1 – Basic A basic list of reasons for high staff turnover, may be poorly justified, such as boring job.</p> <p>Level 2 – Clear A clear explanation for high staff turnover, mentioning many of the reasons listed above. For the top end of this level, justifications are detailed, such as ‘repetitive tasks cause loss of interest and low motivation’.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
3(b)	<p>Level 1 – Basic Only 1 or 2 techniques mentioned, with brief descriptions of how they might be used.</p> <p>Level 2 – Clear A clear range of motivational techniques with good description of how each could be used. At the top end of this level, techniques will be realistic and likely to succeed in retaining staff through increased motivation.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2

Question	Expected Response	Mark Allocation	Assessment Objective
4	<p>Acceptable answers include:</p> <ul style="list-style-type: none"> • employing a number of volunteers and work placement students supervised by a full-time member of staff would reduce the staffing budget • employing seasonal or agency staff at busy times. As they are not employed throughout the year, this would reduce staffing costs in the quieter periods. <p>Level 1 – Basic A basic attempt to analyse the above. Some ideas may not save money or be a viable method of employment.</p> <p>Level 2 – Clear A clear analysis of the above with a range of different viable methods suggested. Some idea of the savings involved at the upper end of this level.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3 AO4</p>
5(a)	<p>The main purpose of a contract of employment is to safeguard the employer (1) and the employee (1).</p>	<p>2</p>	<p>AO1</p>
5(b)	<p>Aspects include:</p> <ul style="list-style-type: none"> • period and conditions of notice • salary details • working conditions – e.g. hours • pension details • holiday entitlement • maternity leave entitlement. <p>Level 1 – Basic A basic attempt to apply one of the above to a job role studied.</p> <p>Level 2 – Clear A full application of one of the above to a job role studied. Benefits are clear and appropriate at the top end of this level.</p>	<p>1 – 3</p> <p>4 – 5</p>	<p>AO2</p>

Question	Expected Response	Mark Allocation	Assessment Objective
5(c)	<p>A training programme would benefit the employer by motivating their staff and increasing skills and qualifications. It would also ensure staff retention. The employees would benefit by feeling more valued by their employer and developing their own skills and qualifications.</p> <p>Level 1 – Basic Basis analysis of one or two benefits for the employer or the employee.</p> <p>Level 2 – Clear Clear analysis of several benefits for both the employer and the employee.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
6(a)	<p>Reserve 2 marks for suggesting that the advert should be placed in the national press or internet to widen the number of high calibre applicants.</p> <p>Comments on the effectiveness of the advert should be based on:</p> <ul style="list-style-type: none"> • font • layout • information <p>with justifications of why it is effective.</p> <p>Level 1 – Basic A basic evaluation of the above. Justification may be limited and poorly reasoned.</p> <p>Level 2 – Clear A clear evaluation mentioning some of the above. Justifications are well reasoned.</p> <p>Level 3 – Detailed A detailed evaluation of the advert referring to all of the details listed above with a full justification of the effectiveness of each.</p>	<p>2</p> <p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	AO1 AO4

Question	Expected Response	Mark Allocation	Assessment Objective
6(b)	<p>Expected responses include:</p> <ul style="list-style-type: none"> • what job was being advertised • where it was advertised • brief details of qualifications and experience • explain why the applicant is suitable • show enthusiasm. <p>Level 1 – Basic A limited list of suggestions, some of which may be inappropriate. Limited evaluation of their impact in relation to the position applied for.</p> <p>Level 2 – Clear Some appropriate suggestions clearly explained. Clear evaluation of their impact in relation to the position applied for.</p> <p>Level 3 – Detailed A range of appropriate suggestions. Each one is evaluated in regard to the positive impact it will have on the employer.</p>	<p>1 – 4</p> <p>5 – 7</p> <p>8 – 10</p>	<p>AO2 AO4</p>
6(c)	<p>Expected aspects include:</p> <ul style="list-style-type: none"> • clearly laid out • headings in bold • correct spelling • not too long • include all the relevant information • word processed/typed • up-to-date information • suitable order. <p>Level 1 – Basic Basic list of aspects with little evaluation of their effectiveness. Basic conclusions drawn.</p> <p>Level 2 – Clear Two or three aspects well explained. An attempt to evaluate how they can be effective. One or two clear conclusions drawn.</p> <p>Level 3 – Detailed A range of aspects explained in depth. They are fully evaluated in terms of their effectiveness. Appropriate conclusions drawn, substantiated with evidence.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 8</p>	<p>AO1 AO4</p>

Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	8			
1(b)		6		
1(c)	4		2	
2(a)			5	
2(b)			4	
3(a)			6	
3(b)		6		
4			4	2
5(a)	2			
5(b)		5		
5(c)			6	
6(a)	2			10
6(b)		2		8
6(c)	2			6

Weightings of Assessment Objectives

AO1	18
AO2	19
AO3	27
AO4	26
Total	90

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

Leave blank



GCE LEISURE STUDIES
Unit 12 Lifestyle Management

LS12

<p>No additional materials are required. You may use a calculator.</p>
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Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra paper, use the additional answer sheets.
- Do all rough work in this book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 90.
- Mark allocations are shown in brackets.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
5			
6			
Total (Column 1)			
Total (Column 2)			
TOTAL			
Examiner's Initials			

Answer **all** questions in the spaces provided.

1 **Total for this question: 22 marks**

(a) Give **four** examples of long-term harm which can result from excessive alcohol intake.

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(4 marks)

(b) Describe why it is important for an individual to maintain personal hygiene. What could be the effect on the individual, and others, of not managing to achieve this?

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(6 marks)

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- (c) (i) Outline the important components of a balanced diet and explain how these components contribute to good health.

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(6 marks)

- (ii) Describe how **two named** health problems could arise due to the lack of a balanced diet.

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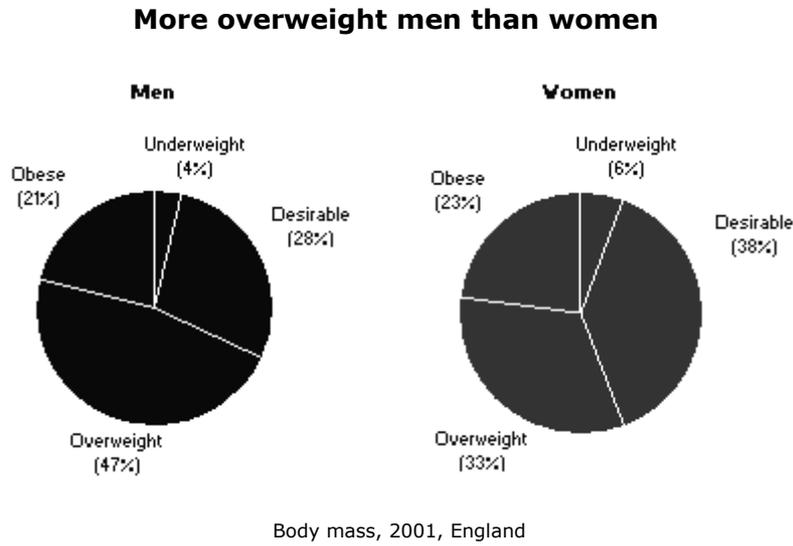
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(6 marks)

Turn over ▶

Study the national statistics in **Figure 1** below.



In recent years the proportion of men and women who are obese or overweight has risen. In 2001 over a fifth of men and women (aged 16 and over) in England were classified as obese. This compares with around a sixth of both in 1993. In 2001, although obesity was at similar levels for both men and women, nearly half of men were considered overweight compared with a third of women.

Figure 1

- (a) Analyse, with reference to these national statistics, the implications for society of having an inactive, overweight population.

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(10 marks)

QUESTION 5 CONTINUES ON THE NEXT PAGE

Turn over ▶



General Certificate of Education

LEISURE STUDIES

Unit 12 LS12

Lifestyle Management

MARK SCHEME

Question	Expected Response	Mark Allocation	Assessment Objective
1(a)	<p>Examples include:</p> <ul style="list-style-type: none"> • damage to liver, e.g. cirrhosis • muscle and heart damage • damage to the digestive system • mental illness such as hallucinations, memory loss, depression, brain damage and extreme confusion • damage to the immune system, leaving the body less able to fight disease. 	<p>1 mark for each of 4 valid examples</p> <p>4</p>	<p>AO1 AO2</p>
1(b)	<p>Candidates may refer to:</p> <ul style="list-style-type: none"> • washing, showering, cleaning necessary in order to prevent infections or associated problems such as extreme body odour • correct food preparation practice essential when dealing with or preparing food in terms of cleanliness to prevent spreading illnesses such as food poisoning and salmonella. <p>Level 1 – Basic One or two personal hygiene needs explained with some effects identified, but not well described. More emphasis on individual.</p> <p>Level 2 – Clear A range of personal hygiene needs identified with relevant problems identified and effects described. Effects on others recognised.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p>

Question	Expected Response	Mark Allocation	Assessment Objective
1(c)(i)	<p>Components of a healthy diet:</p> <p>protein – growth, repair maintenance carbohydrates – energy supply fats – insulation against heat loss/protective layers minerals – strength/rigidity, e.g. bones and teeth vitamins – nerve and muscle growth/function water – aid to digestion/lubricant/helps regulate body temperature.</p> <p>Level 1 – Basic Basic outline of some of the components, but with some significant omissions. The contribution of the components named may be simplistic. To reach the top of this level, candidates must have matched up components to contributions, rather than give two lists.</p> <p>Level 2 – Clear The vast majority of the components are mentioned (e.g. 5 from 6), with clear explanations of how each one contributes to overall health. At the top of the level there may also be some recognition that some of the components in excess may be harmful, and that it is balance which is important.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p>

Question	Expected Response	Mark Allocation	Assessment Objective
1(c)(ii)	<p>Examples of health problems may include:</p> <ul style="list-style-type: none"> • obesity – caused by energy intake not balanced with energy output • anorexia – body perception – image of being overweight leads to not eating • malnutrition – lack of essential food components • scurvy – lack of vitamins, specifically C • rickets – lack of vitamins, specifically D (developmental problem usually). <p>Level 1 – Basic Identification of two health problems, but cause of disorders briefly described, or significant factors may be omitted. Health problems need to be clearly related, albeit in a basic way, to diet to reach the upper end of this level.</p> <p>Level 2 – Clear Clear and relevant description of two appropriate health problems, e.g. obesity caused by taking in more calories than needed – added to lack of exercise leads to extreme weight gain which then becomes a health risk.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2

Question	Expected Response	Mark Allocation	Assessment Objective
2	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • self image • emotional well-being • stress • mental health. <p>Level 1 – Basic A basic summary only in list form of the importance of a few psychological factors in maintaining a healthy lifestyle. Links to a healthy lifestyle may be simplistic, e.g. less stress leads to a happier life.</p> <p>Level 2 – Clear A clear discussion, including many of the factors above, clearly linking the factors to the effect they have on a healthy lifestyle, e.g. high stress levels can lead to high blood pressure, increased alcohol/tobacco consumption and greater chance of coronary heart disease. At the top of this level candidates may be pointing out that balance is important, and that some factors, e.g. stress, can be beneficial to a certain lifestyle if kept at low levels by adding to motivation.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p>

Question	Expected Response	Mark Allocation	Assessment Objective
3	<p>Methods of gathering information may include:</p> <ul style="list-style-type: none"> • interview (one to one or group) • a questionnaire • focus group • observation. <p>For whichever method the candidate has chosen, there must be clear analysis of the advantages and disadvantages linked to its use, e.g.</p> <ul style="list-style-type: none"> • an interview is a staged situation. If too structured, interviewer may miss vital information; if too open, the interview may become tangential making data analysis difficult. The advantages are the direct contact with the interviewee, the ability of the interviewer to plan/influence the interview in advance, etc. <p>Level 1 – Basic A suitable method is chosen, but there is only a limited attempt to relate specific advantages and disadvantages to it. Ideas are in the form of simple statements, and there is a lack of balance between advantages and disadvantages.</p> <p>Level 2 – Clear An appropriate method is chosen, with some clear attempt to produce specific advantages and disadvantages which go beyond those in Level 1. Some balance between advantages and disadvantages is evident.</p> <p>Level 3 – Detailed An appropriate method is chosen, and related in detail to the task. The advantages and disadvantages are analysed in detail, and a suitable balance is arrived at. At the top end of this level there will be recognition that advantages and disadvantages are not static, and that they may change depending on the aim/objective of the method in question.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO3</p>

Question	Expected Response	Mark Allocation	Assessment Objective
4(a)	<p>Level 1 – Basic Simplistic evaluation regarding the benefits of exercise on sleep and in reducing susceptibility to illness and disease, but with few specific examples.</p> <p>Level 2 – Clear Specific evaluation of exercise to encourage healthy sleep patterns. Some idea of what type of exercise, how much sleep is needed, dream sleep, etc. Evaluation of the benefits of regular exercise on reducing susceptibility to illness and disease through a healthy physical and mental state, increased heart/lung function, being a healthy weight, etc.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO4</p>
4(b)	<p>Social benefits include:</p> <ul style="list-style-type: none"> • setting goals to aim for • increased motivation, positive impact on work • lower stress, relief of tension • better work/life balance • interaction with others, teamwork skills • increased well being and self worth • enjoyment of taking part in sport. <p>Level 1 – Basic Basic list of some of the above, but with little discussion in terms of lifestyle.</p> <p>Level 2 – Clear Clear discussion of many of the social benefits listed above. Each is explained in terms of its benefit to an individual’s lifestyle, with some exemplification.</p> <p>Level 3 – Detailed A detailed discussion of most of the above points. Benefits are successfully related to individual’s lifestyle, and at the top of the level there may be some discussion of constraints which might reduce the possible benefits.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO2</p>

Question	Expected Response	Mark Allocation	Assessment Objective
5(a)	<p>Issues for society include:</p> <ul style="list-style-type: none"> • the impact on other health issues such as heart disease, knee and lower back pain • the extra cost of hospital and medical care, hospital beds and waiting lists • absence from work, sick days • psychological issues such as low motivation, low self esteem • increasing obesity in younger generation • lowered life expectancy of the population. <p>Level 1 – Basic A basic summary of some of the above. Limited or no reference to the given national statistics. Analysis will be superficial and simplistic.</p> <p>Level 2 – Clear A clearer analysis looking at physical and psychological implications. Some reference to the given national statistics.</p> <p>Level 3 – Detailed A detailed analysis of the given national statistics, which evaluates the short term and long term implications of many of the above. Candidates may show that many of the issues cannot be considered in isolation, and their analysis may link some of the issues with knock-on effects for society.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO3 AO4</p>

Question	Expected Response	Mark Allocation	Assessment Objective
5(b)	<p>Example:</p> <p>GP referral system – this is where GPs identify the need for patients to take part in more general or specific exercise and then refer them to a leisure centre/fitness gym for ‘prescribed exercise’. A detailed description should then follow which might identify a particular medical condition to which this might be linked, together with a detailed description of what the patient should be expected to do in terms of a programme and assistance which should be given.</p> <p>Level 1 – Basic Basic description of an initiative/research area, lacking in detail, and with only very general relevance. Example may be poorly chosen.</p> <p>Level 2 – Clear Clear description of an appropriate named initiative/research area, and clear description of findings. An analysis of how the area could be/has been used to improve health levels.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3

Question	Expected Response	Mark Allocation	Assessment Objective
6	<p>Candidates should clearly be referring to a real individual – though they may not identify that person by name or relationship. Answers which are generic should be restricted to a maximum of 10 marks.</p> <p>A description of the subject’s lifestyle is not required but expect sufficient information to be given to allow the candidate to relate the three required factors to it.</p> <p>Level 1 Basic summary only, giving information in list form about aspects of the three factors. There will be little attempt to interrelate the factors and evaluation, if present at all, will be simplistic. Ideas about future improvements will be in the form of simple statements such as eating less, taking more exercise, etc. Deficiency in either element (current or future) will confine marks to the lower end of the level. Coverage of all aspects, but in a basic way, will indicate marks towards the upper end of the level.</p> <p>Level 2 There are clear descriptions of the current significance of the three factors and some attempt to put them in context, relate them to one another and evaluate them. Suggestions for future improvements should deal with all three aspects and go beyond the simple notions required for Level 1. For example, the candidate might point to the way in which an exercise programme might be integrated with a fuller social life, meeting new friends, etc. An individual who finds working out in the gym boring could be more motivated by 5-a-side football with work colleagues. A greater awareness of interrelationships and/or understanding that improvements might take time to bring about would be indications of high-end marks within this level.</p>	<p>1 – 5</p> <p>6 – 10</p>	<p>AO3 AO4</p>

	<p>Level 3 To enter this level, candidates must make a detailed evaluation of the contribution made by each of the three factors and will show that they understand that these factors cannot be treated in isolation from one another or from other aspects of the individual's lifestyle. Ideas for improvement will be similarly detailed and realistic. A justification for marks at the upper end of this level might be an indication of prioritisation for the suggested improvements, taking into account the circumstances of the individual.</p> <p>Level 4 A developed response is required to all aspects of the question. Evaluation will be thorough and demonstrate realism, recognising the constraints which may apply to the existing role of the three factors and allowing for them also in suggestions made for improvements. Candidates earning the highest marks will link together all the factors and show how they interact. They will give considerable detail and show depth of understanding in both their assessment of the current situation and their proposals for improvements.</p>	<p>11 – 15</p> <p>16 – 20</p>	
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Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	2	2		
1(b)	6			
1(c)(i)	6			
1(c)(ii)		6		
2	6			
3			10	
4(a)		2		4
4(b)		10		
5(a)			6	4
5(b)			6	
6			4	16

Weightings of Assessment Objectives

AO1	20
AO2	20
AO3	26
AO4	24
Total	90