



**General Certificate of Education**

**Leisure Studies**

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

**LS12      Lifestyle Management**

**Report on the Examination**

*2010 examination - June series*

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## **General Comments**

As this exam is the final part of the Leisure Studies Double Award it is reasonable to assume that teachers and students have a good idea about the marks needed to achieve a particular grade. This is possibly a factor with the continuing trend amongst many of the lower scoring candidates of seemingly doing little preparation for this exam. Also, a good general knowledge of healthy lifestyles including diet, drugs and exercise offers candidates an opportunity to access many of the questions; but without careful preparation on each specific section of the specification it is very difficult to achieve the higher mark bands.

This paper has therefore mainly followed certain trends from previous papers and it now seems more obvious that candidates need to have carefully prepared in the way that has been advised in previous reports and guidance to centres in order to achieve marks which match their abilities. Some of the questions on this paper, which have been a feature of all LS12 papers, were open to interpretation and evidence is inconclusive. However it was also obvious that candidates who had been well prepared were able to produce quality answers and engage in the discussions surrounding lifestyle issues.

## **What was particularly good**

Many candidates are now showing the ability to tackle the more challenging questions. A small number of candidates scored higher marks than on any previous paper and showed a very keen awareness of all the main concepts and issues. There was perhaps more clear evidence that the candidates who prepared well are scoring much better marks.

## **What was not so good**

Many candidates still rely on their general knowledge to answer this paper. A lack of the basic skills and knowledge needed leads to much weaker answers. This is therefore also linked to the misinterpretation of certain questions and taking little notice of the information provided in the stem.

## **Question 1**

This question was more accessible than Question 1 last year. The second part of the question discriminated well between candidates. Weaker answers tended to show a lack of understanding of the question rather than a lack of knowledge.

## **Question 2**

Even though different groups were required in the answer (on previous papers questions requiring answers about different groups has usually been a barrier for a higher marks), there were numerous good answers and the question was well understood by many candidates.

## **Question 3**

The first part of this question needed a simple interpretation of clearly laid out statistics. Even some of the better candidates had difficulty with this question and were unable to state two main differences required. There seems to be a general lack of skill in being able to look carefully at information provided and make appropriate judgments.

The second part of the question had a European focus. Although many candidates made general and vague statements about the reasons for differences in life expectancy

throughout Europe, it was contrasted by a significant number who had obviously been well prepared and used accurate statistical evidence and considered a variety of factors such as health care systems and social class.

### **Question 4**

Most candidates were able to access the first part of this question. The second part however proved much more challenging and many simply did not understand the question. This was again contrasted by some very good answers.

The third part was probably the most popular and topical question; the best answers clearly showed a sensitivity to how people have been affected by the smoking ban. These answers also included many of the positive and negative aspects to the ban and drew well considered conclusions.

### **Question 5**

The first two parts of this question were well answered by most candidates who showed good understanding of what was needed to strive towards sporting success for two young people. The last part of the question was answered quite disappointingly by many candidates, even those who were scoring consistently. Many simply ignored the stem or just assumed that “investigation of two lifestyles” meant the two young people in the first parts of the question.

### **Question 6**

This question was generally well answered and discriminated well between the strongest and weakest candidates. Although many candidates used well known and real initiatives – many included government campaigns for example – most candidates offered realistic and well considered initiatives that could help improve people’s lifestyles. The same as last year on question 6 it showed that not only do candidates find certain topics more interesting but also that if better prepared, more are capable of engaging in an academic discussion and achieving a higher level mark.

### **Suggestions for teachers to prepare future candidates**

1. It has become more obvious that good general knowledge about healthy lifestyles is insufficient if candidates seek to achieve a good mark. Sound preparation for the exam is essential. This includes good basic knowledge of all the main bullet points in the specification. Centres also need to focus on the three main sections and look closely at the requirements of each.
2. The better marks being achieved in this paper are by candidates who are able to fully understand the meaning of each question. Where there is a stem with information provided, practice is needed to help interpret this information. The stimulus material is still often considered peripheral to the question by weaker candidates which leads to lower marks.
3. Candidates who achieve better marks in questions which require evaluation or analysis usually offer a wider interpretation in their answers. This shows an appreciation of the complexity of the issues and concepts and moves beyond simplified descriptions or statements. For example, it is important to understand that

poor lifestyle and health is usually driven by economic circumstances regardless of where people come from.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.