



**General Certificate of Education (A-level) Applied  
June 2011**

**Leisure Studies**

**LS12**

**(Specification  
8641/8643/8646/8647/8649)**

**Unit 12: Lifestyle Management**

***Report on the Examination***

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## **General Comments**

Candidates are now generally being better prepared for LS12. As with previous papers, however, there is evidence that candidates who prepare for the three main sections of the paper which have a different focus, and require different skills, do much better overall. Candidates who are prepared in a more general way by just focusing on 'lifestyle' do not have the skills to achieve higher marks.

The nature of the concepts associated with lifestyle management has always left scope for candidates to be given credit for being aware of conflicting or dubious evidence. Too many candidates who sit this paper do not achieve higher marks because they readily accept generalisations and stereotypes.

## **What was done well**

Most candidates engaged with most of the paper and attempted to answer all of the questions. There did not seem to be any widespread misinterpretation of any of the questions even amongst the weaker candidates. The stronger candidates were able to show the depth of analysis needed to achieve higher marks.

## **What was not done so well**

Although not particularly wrong, many candidates are still too reliant on generalised reports rather evidence. Even with extra space provided on the paper, some candidates aim for quantity rather than quality and use extra sheets and booklets when more concise and focused answers would achieve higher marks.

## **Question 1**

This question was generally well answered. Some candidates, however, focused more on the cardio-respiratory system than cardio-vascular. Although the systems are obviously very closely related, when the answer became all about the respiratory system then it was difficult to give credit. Part (b) was also generally well answered although it was difficult to give credit to answers which included 'watching TV' or other passive activities. The clue from the first part about exercise did not link for some candidates. In part (c), some candidates did not achieve as well as in the first two parts because it was obvious that no investigation had taken place.

## **Question 2**

Many candidates certainly did not link the two parts of question 2. Part (a) was quite straightforward and 24% of candidates achieved full marks. This was certainly not the case with part (b), where only 6% managed full marks. The focus on the 'economy' and lifestyle did not give many candidates the idea that the achievement of a 'healthy lifestyle' is a wide combination of many factors including how much money is spent by different European countries on their population's health. General answers about a 'Mediterranean' diet did not gain much credit.

## **Question 3**

Almost 14% of candidates achieved Level 3 marks in this demanding question and showed a good understanding of the two parts of the question. The mark scheme required examples of different types of leisure activities – and the positive and negative 'psychological' effects on well being.

### **Question 4**

This question was also generally well answered. Many candidates engaged well with both parts of the question. It may be that impending University attendance helped to focus candidates on the issues which were raised.

### **Question 5**

Questions which are linked to nutrition and diet have always been important to this unit. This was again reflected in some good quality answers shown by many candidates in each of the three parts. There were very few poor answers in part (a), where most candidates are very well informed about what makes up a balanced diet. The second part required the application of skill (AO2) which discriminated well between the candidates who actually did carry out lifestyle analysis. Unfortunately, although there were many well thought out answers to the last part of question 5, most candidates focused on individual choices rather than the impact of external influences which was an important part of the stem. Some of the stronger candidates did mention the impact of advertising and marketing which allowed access to the higher marks.

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

All sections of the specification must be studied to achieve the higher marks. This study requires a more in-depth approach when attempting analysis, discussion or evaluation. The more difficult concepts which are integral to this unit need to be linked to the idea that much of the evidence which is available can be inconclusive or too generalised. This is often to do with too much reliance on media reports that do not provide the detailed information which is available.

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

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

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