



## **General Certificate of Education**

### **Leisure Studies**

**8641/8643/8646/8649**

**LS12      Lifestyle Management**

## **Report on the Examination**

*2007 examination - June series*

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## GENERAL COMMENTS

This was the second paper of Unit 12 - Lifestyle Management. Overall, candidates performed quite well on most of the questions. Unfortunately, candidates found some of the questions particularly difficult. Although there seems to be quite good basic knowledge about what constitutes a healthy lifestyle, which is linked to AO1, there were obvious weaknesses in responding to the other Assessment Objectives.

## WHAT WAS PARTICULARLY GOOD

1. In their answers candidates demonstrated the ability to engage with most aspects of the specification covered in the paper, which shows that in general terms that candidates had studied the major components of Lifestyle Management. There was good general awareness about the meaning of healthy and unhealthy lifestyles demonstrated in the candidates' answers.
2. There was also a good general awareness of the more topical issues addressed by this paper, which was clearly demonstrated in the candidates answers.

## WHAT WAS NOT SO GOOD

1. Many candidates attempted most of the questions without paying attention to the main command word/s. Also, the questions which required skills in the Assessment Objectives AO2, AO3 and AO4 showed specific weaknesses. Where the question required the candidates to apply their knowledge or refer to research and analysis, many candidates struggled to achieve the higher marks. The evaluation questions were also particularly poorly answered by many of the candidates, which should be an issue for centres in preparation of future candidates.
2. Some of the questions provided some relevant information in the stem prior to the actual question. Many candidates did not appear to have read this information carefully, which then led directly to lower marks.

### QUESTION 1

(a) Most candidates scored at least 2 out of 4 for this part of the question. The candidates who scored full marks showed some specialist knowledge or the ability to apply general safety knowledge in some detail.

(b) Most candidates ignored the alarming statistics provided in the stem which highlighted the dangerous nature of the activity, and focused only upon the positive effects of exercise whilst trampolining. This question needed AO2 skills and the application of knowledge to achieve all of the available marks.

(c) Most candidates outlined a range of measures but did not attempt any kind of evaluation, which they were explicitly asked for in the question. Those candidates who did attempt to evaluate looked carefully at the suggested measures and the reality and feasibility of implementation and were duly rewarded.

### QUESTION 2

(a) Many candidates scored full marks on this straightforward question. Those who did not only provided one general benefit of exercise.

(b) This question provided good discrimination between candidates. Many candidates were able to offer two realistic health-related activities for the two well chosen groups. A significant number of candidates, however, either chose groups which were too vague, or activities not specifically related to their chosen groups. Those candidates who chose for example 'adults' or 'children' were therefore unable to justify their chosen activities, which were also vague and generic. Activities chosen such as 'jogging' were applied to many of the chosen groups without justification.

### QUESTON 3

(a) This was a demanding question for those candidates who did not read the question carefully. The stronger answers showed awareness of the high risk group that the individual was obviously in. These stronger answers also mentioned the consequences for anyone who might continue with this kind of lifestyle. Most of the weaker answers were just general statements about unhealthy lifestyles without reference to the profile provided.

(b) Many candidates answered this question well and were able to access Level 2 marks. Many candidates used the information provided in Figure 1 as a starting point and then usually provided examples of realistic activities that the individual could take part in which were appropriate to the improvement of fitness levels. Weaker answers usually suggested either unrealistic activities or lifestyle changes such as a new job.

#### QUESTION 4

(a) Most candidates answered this question very well, showing a good understanding of the strengths and weaknesses of each of the methods. Many of the stronger answers were therefore able to compare the two methods effectively and also to recognise that they could both be used to gain a full profile of a person having a lifestyle programme devised. The weaker answers did not compare the two methods or recognise the kind of sensitive information that would be needed by a lifestyle adviser.

(b) This question was related to Question 3 but was more specifically about the range of sensitive information that a lifestyle adviser would need in order to devise a lifestyle programme. Many candidates did not explicitly justify their answers, which meant they could not access the higher marks.

#### QUESTION 5

(a) This question was very poorly answered by many candidates because they did not understand the term 'demographics'. Many candidates included certain health developments in their answer, which was not considered to be demographic change.

(b) Many candidates were unable to access Level 3 marks because they did not attempt to evaluate 'well chosen' activities. Some stronger answers included both active and passive leisure activities and outlined their strengths and weaknesses as effective stress relief experienced by people at work. It was insufficient to outline a list of leisure activities without any attempt to assess the extent to which the activities were or are successful in reducing stress and tension.

#### QUESTION 6

Many candidates achieved at least Level 2 marks on this final question. The topical nature of the question allowed candidates to engage in the discussion and to provide at least some analysis of the effects of alcohol on the individual and on society in general. Unfortunately, only a few candidates achieved Level 3 marks. These candidates had well-balanced answers between individual effects in both the short and long term, and the implications for society in general. The weaker candidates did not develop their answers and did not attempt to analyse the effects of consuming alcohol above government guidelines.

## SUGGESTIONS FOR TEACHERS TO PREPARE FUTURE CANDIDATES

1. Although there was good general knowledge about the specification content for this unit, it is important that teachers should recognise the vocational nature of this paper. This means that candidates are expected to develop the skills related to all of the Assessment Objectives. Applying knowledge means that each topic or issue is about what is happening in the real world. It follows that any suggestions about what is happening or needing to be changed should be subject to analysis. Even established and well publicised recommendations, for example, can be assessed for their effectiveness.

2. It is important that candidates develop the ability to evaluate. This command word usually leads to Level 3 marks and requires candidates to look carefully at the strengths and weaknesses of any particular issue or topic. It is also obvious that it would be very useful to encourage candidates to not only read each question carefully but also to look at the information provided in the stem presented before many questions.

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

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