



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS12 Lifestyle Management

Report on the Examination

2009 examination - January series

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Set and published by the Assessment and Qualifications Alliance.

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GENERAL

This was the fifth paper of Unit 12 (LS12) - Lifestyle Management. There was a better spread of marks for this paper than previous papers, even when the low entry numbers are considered. Candidates are being better prepared for this paper and most are able to access marks on each question. There is a general pattern of some candidates not being able to understand some parts of the questions. On this paper, however, this was contrasted by stronger candidates producing good quality answers.

What was particularly good

Candidates perceived less ambiguity in the questions and there was a better spread of quality in the candidates' responses. There continues to be obvious improvement in understanding the demands of this paper and the overall quality of the answers continues to improve.

What was not so good

There is still evidence that some candidates do not refer to the stem in many of the questions which is intended to guide them towards a response.

Unfortunately a small minority of candidates are entered without any obvious preparation. Although general knowledge about healthy lifestyles will enable some to access certain questions, the demands of the specification requires careful guidance about the knowledge and skills needed to achieve pass level.

Question 1

(a) This question was answered well by many candidates. They identified physical and short term effects rather than long term or psychological effects.

(b) This question discriminated well between those candidates who had studied major lifestyle differences between the UK and Europe. The better answers showed understanding that social and cultural differences had a major effect on alcohol consumption and used well known examples to back up their suggestions. Weaker answers included some of the social problems in the UK to explain why alcohol consumption seems to be rising, but were unable to suggest why it is decreasing in some European countries. No credit was awarded for guesswork or statements where there was clearly no evidence in support.

(c) Many candidates did not fully understand the thrust of this question and did not provide a clear answer. They could not grasp that the decision to drink and drive is ultimately the responsibility of the individual regardless of social or cultural influences.

Question 2

(a) This question was answered well by many candidates. It seemed relevant to their own experiences and there was a good understanding of the many issues which are involved in changing to a healthier lifestyle.

(b) Many candidates found this question difficult to fully comprehend. Weaker answers just mentioned how exercise improves emotional well being and stress level. The weaker answers also mostly considered the positive and negatives of just one activity and did not grasp a wider understanding of the meaning of leisure activities was required

Better answers included examples of different leisure pursuits and how some had a positive effect and others negative.

Question 3

The stem for this question gave a good indication of how the question should be approached. Unfortunately many candidates ignored the stem and answered in a general way about lifestyle management, without evaluating the variety and complexity of causes of how long people live.

Question 4

(a) and (b) Four clearly different questions were considered appropriate for two marks in this question which most candidates managed to achieve. There was a wide variety of responses to the second part however, which was to be expected. Better answers fully justified their questions and took careful account of the information provided in the stem.

Question 5

(a) Inclusion of the word 'optimum' in the question proved challenging for many candidates. Some found it difficult to understand its meaning especially in relation to health related fitness. A significant number of candidates discussed the term 'health' without reference to health related fitness, which restricted them to L1.

(b) This question allowed a wide range of responses and some candidates showed a detailed understanding of what taking part in a marathon actually means to a person's lifestyle. Many answered this question well and were able to access L3.

Question 6

This question followed a similar pattern to Q6 on previous papers. It requires a broad response to lifestyle management and is not looking for conclusive answers. It requires the candidates to look carefully at the issues and concepts and then provide a balanced answer to the question. Stronger candidates were able to do this and showed a level of understanding worthy of A2 level. The weaker candidates were still able to respond but in a much more general way, restricting marks to L1. Some candidates misinterpreted the question to mean upper and middle classes are restricted!

Suggestions for teachers to prepare future candidates

It should now be apparent that there is a pattern to the way questions are structured on this paper. A suggestion which applies generally is that each question is read carefully before attempting an answer. Also on this paper candidates must consider the information provided in the stem, which provides a good clue about what should be included, and frequently can be used as a plan for the answer.

It is also important that candidates actually carry out a lifestyle analysis of two people (this in reality means that one could be themselves - which should not be made obvious). Candidates should avoid using a celebrity, as it is not possible to access the personal type of information that is needed for a detailed lifestyle analysis. Therefore, the analysis is likely to be of family members or friends.

Mark Ranges and Award of Grades

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