



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS12 Lifestyle Management

Report on the Examination

2009 examination - June series

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General Comments

There is a general pattern, which was also evident in previous papers, that significant numbers of candidates fail to understand key words and terms. These words and terms are taken from the specification and should be familiar to candidates who have studied this Unit.

Overall there was a reasonable spread of marks, although many candidates who answered some of the questions very well could not maintain the same standard throughout the paper. This resulted in only a few candidates achieving higher end marks. This is a demanding paper which requires specialist knowledge and understanding of a broad range of issues and topics linked to lifestyle management, health and fitness. The European dimension also is an area that requires further development in order for candidates to achieve higher level marks.

What was particularly good

Overall candidates are dealing well with the academic demands of the paper. There is an improvement in understanding the more specific requirements of the specifications and many candidates are able to access the more demanding aspects of the paper.

What was not so good

There was evidence that even some obviously stronger candidates had problems maintaining a good standard throughout the paper. They could analyse and evaluate some of the questions, but could not maintain this level throughout the paper. There may also be some evidence of deterioration in the skill of answering short essay type questions. There was clearly a lack of preparation across the whole unit content for a significant minority of candidates.

Question 1

The first two parts of this question caused widespread misinterpretation of the term 'environment'. Many candidates were unable to distinguish between physical or social environmental factors.

Part (c) of the question was generally answered a little better. Marks were credited for links to economic factors.

Question 2

Many candidates found part (b) of this question more challenging. In order to gain access to Level 3, justification was required. The majority of candidates were able to respond appropriately and gain marks at L1 and L2.

Question 3

This question allowed candidates to respond and interpret lifestyle profiles and was very well answered by many candidates.

Question 4

Part (a) of this question was answered well by many candidates. Part (b) however, an evaluation question, was found to be much more challenging. Many candidates did not

appreciate the importance of carefully choosing a specific group of people. This often resulted in generalised statements and comments which limited the mark to L1.

Question 5

Many candidates managed to achieve some marks for part (a) although there was widespread misinterpretation of the question.

There were many interesting answers to part (b) which encouraged a range of responses. Many discussed the meaning of the statement and engaged in the arguments which surround stereotypical attitudes to sports participation amongst older generations.

Question 6

Many candidates failed to register any marks for this question. This was disappointing as there was scope to refer to Europe from a wide range of sources which candidates should have studied during the course. There were, however, a good number of candidates who demonstrated good knowledge and gained full credit.

Suggestions for teachers to prepare future candidates

1. It is important to study this Unit by looking carefully at the requirements of each of the three sections. The first section needs specific knowledge and understanding of each bullet point. The depth needed to answer questions to a good standard will not need the specialist knowledge required in Sociology, Physiology or Psychology but will need a good basic understanding of each part and then the ability to apply this knowledge to lifestyle management. Generalised statements about health, for example, will not be sufficient to achieve Level 2 or 3 marks.
2. The second section requires candidates to actually carry out lifestyle analysis of individuals and develop an understanding of the difficulties of obtaining accurate information using different research methods. This section also requires the candidates to be aware of the benefits of healthy lifestyle management yet show an understanding of the difficulties involved in recommending lifestyle changes.
3. The third section requires the candidates to develop a wider appreciation of the implications of lifestyle management. Political and social factors which impact on different lifestyles from a European perspective should be studied, in order to make comparisons between different societies and cultures.
4. Centres are advised that in future LS12 examinations the mark for one of the longer questions will be awarded based on both the content and the quality of candidates' written communication.

Mark Ranges and Award of Grades

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