



## **General Certificate of Education**

### **Leisure Studies**

**8641/8643/8646/8649**

**LS12          Lifestyle Management**

## **Report on the Examination**

*2008 examination - January series*

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*Dr Michael Cresswell Director General.*

## **GENERAL**

This was the third series of Unit 12 (LS12) - Lifestyle Management. Overall, candidates were able to access marks on most of the questions and are being quite well prepared in each of the three main sections of the Specification. It is becoming evident that better candidates have a more in-depth understanding of some of the more technical aspects of the Specification such as lifestyle analysis. There seemed to be a wider spread of marks, but still a general inability to access the higher marks consistently throughout the paper even by the more able candidates.

### **What was particularly good**

More candidates were able to show a good basic understanding of each of the three main sections of the Specification. There was also evidence of an overall improvement in tackling the demands of each of the Assessment Objectives which included the knowledge, understanding and skills associated with Leisure Studies and those specific to this unit. Even less able candidates are showing evidence of a good understanding of the meaning of managing a healthy lifestyle.

### **What was not so good**

Although there is evidence that candidates are now paying more attention to the main command words. There was widespread misinterpretation of some of the higher mark questions. More careful attention needs to be given to the stem and the actual requirement of each question. Many candidates seem to take notice of the main theme of the question and then write everything they know about the topic, often unrelated to the question.

## **QUESTION 1**

Parts (a) and (b) of this question discriminated well between candidates. Basic biological and psychological knowledge from the Specification was needed to access all of the marks.

Many candidates found part (c) difficult. There was a general lack of understanding that age or gender is not a barrier to any exercise activity as long as the individual is suitably prepared. Many candidates offered stereotypical answers such as marathon running or contact sports being unsuitable for older people. General statements in this context were often unjustified.

Part (d) also discriminated well between candidates. More able candidates were able to evaluate a range of social circumstances and showed a good awareness of how these circumstances can affect exercise choice.

## **QUESTION 2**

Candidates generally found this question difficult. In order to access the higher marks in each of the sections, a more detailed and technical knowledge of nutrition would have been needed rather than just healthy eating guidelines. The Specification clearly states the link between nutrition, diet and health. It was also disappointing that many candidates did not recognise 'groups' in terms of what has been studied as part of GCE Leisure Studies and wrote about for example, diabetics or athletes, where all that was needed was adults and children.

### **QUESTION 3**

This question was generally answered very well and was encouraging after a poorly answered Question 2. The question was related to the main practical section of the Specification which requires candidates to carry out lifestyle analysis. There was a good general awareness of basic research techniques and their strengths and weaknesses. This showed that many candidates had engaged in the practical application of analysis and were able to offer well-considered lifestyle recommendations.

### **QUESTION 4**

This question was also generally well answered by many candidates. There were many good responses to part (b) which showed awareness and sensitivity to the important factors related to life expectancy and socio-economic groups.

### **QUESTION 5**

Many candidates find the more politically orientated questions implied by the final section of the Specification very difficult. Many were unable to access Level 2 marks because they fully supported the idea forwarded by Tony Blair in the stem, that poor lifestyle choice was the major cause of 'avoidable' disease. (The mark scheme allowed only Level 1 for this answer.) A discussion needs to include a wider range of ideas, and in this instance recognise that there may be other factors impacting on lifestyle choice and disease such as social class, the media and marketing. The political implication of lifestyle management is an area of the Specification which may need closer attention by candidates aiming for higher marks.

### **QUESTION 6**

Again a political type question seemed to affect the achievement of higher marks for many candidates. The question was generally misunderstood and most were unable to access more than Level 1 for this question.

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

The wide-ranging nature of this unit does pose certain problems for teachers attempting to prepare candidates with regard to the depth required. For section 21.3 it is at a level where some knowledge is needed for each of the bullet points, but equally the ability to apply each issue in a wider vocational context is also needed. For example, the idea of a healthy diet does not just mean 'being on a diet', and in the lifestyle sense it is a topic of national importance and has many associated issues. Candidates should be made aware that to access higher marks they need to go beyond giving standard stereotypical answers.

There are many parts of this unit which can be answered by candidates who have a good general working knowledge of a healthy lifestyle. However, the issue appears to be that candidates do not study each part of the unit equally and, as the paper includes questions from each section, even more able candidates will not be able to access the higher marks. It is also becoming evident that many candidates are not prepared to answer questions which have a political element included. The main point is that any individual's lifestyle is a culmination of many interrelated factors from the personal to the social and the wider political influences. The questions on LS12 attempt to reflect this idea, and in order to access higher marks, candidates need to take a view of lifestyle management in a more holistic way.

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

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