



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS12 Lifestyle Management

Report on the Examination

2008 examination - June series

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GENERAL

There was evidence that many centres are now preparing candidates effectively for this paper. The nature of this examination makes many of the questions accessible, to some extent, to candidates with a good general knowledge of healthy lifestyles. However, to access higher marks, it is necessary to prepare carefully for each section of the specification, which is now the case with a significant number of centres. There was therefore much better consistency in accessing higher marks, and generally improved performance overall. Weaker candidates were either under-prepared or simply did not grasp the meaning of the questions.

The diversity of the specification requires some detailed technical knowledge in respect of for example, nutrition and wider social implications of different lifestyles.

What was particularly good

Centres have paid more attention to the key aspects of the skills needed to successfully answer the more demanding questions. There were some very good quality answers throughout the paper which showed a level of sophistication not evident in previous papers, providing evidence of better preparation e.g. evaluation demonstrated in Q6.

What was not so good

Some candidates need to be reminded that the quality of the answer is more important than quantity. Candidates seem to believe that by adding extra sheets that they will access higher marks. This then leads to a general lack of accuracy when answering some of the questions. Many candidates take key words and produce generic healthy lifestyle answers, which means that they are not accurately answering the question, leading generally to Level 1 responses.

Question 1

(a) This question needed quite a detailed knowledge of a major weight loss organisation and its main objectives. Candidates also needed to understand the conflicts of interest inherent in attempting to run a business at the same time as promoting healthy weight loss.

(b) Overall candidates found this question more challenging. Many candidates did not grasp the main thrust of the question, which was about the principles of losing weight in a healthy way. Many candidates simply outlined the principles of healthy eating, which did not answer the question. Better answers gave a full justification of the major principles of losing weight with energy input being less than energy output, linked to losing weight in a healthy way.

(c) This question was an extension of the previous question and a significant number of candidates were unable to separate the required responses. Some credit for overlap was allowed when the candidate made clear, relevant statements.

Question 2

(b) This question discriminated well between those candidates who had carried out a lifestyle analysis of an individual and those who merely described the lifestyle of an individual they were aware of. Some candidates chose a celebrity, which was not acceptable. The better answers were sometimes very detailed and displayed an excellent awareness of 'work-life balance'.

(c) This question also discriminated very well between candidates. There was a clear distinction between those who understood the question and discussed the implications of unhealthy lifestyles for society and those who simply described unhealthy lifestyles.

Question 3

This question required a more synoptic answer linking personal hygiene to the leisure industry. The better answers could easily explain the importance of hygiene to the leisure industry, whilst weaker answers did not make this link.

Question 4

This question also required a synoptic approach to achieve the higher marks. Understanding that there are barriers for many people accessing healthy leisure pursuits is a theme running throughout this GCE. There were many well-written answers to this question with a good understanding of the role of local and national government.

Question 5

Many candidates did not understand the first part of this question. This contrasted with a significant number of good answers, where candidates also clearly discussed the advantages and disadvantages of young people engaging in sport as a healthy lifestyle choice.

Question 6

This answer provided many excellent examples of candidates who were able to 'evaluate'. This was a distinct improvement on previous papers where evaluation seemed beyond many candidates.

Suggestions for teachers to prepare future candidates

Candidates need to be aware that their preparation for this Unit should centre around lifestyle analyses of two individuals. Therefore, in their examination answers they should be prepared to make references where relevant to these studies. Such references were asked for directly in Question 2 but, depending on the individuals chosen, there were opportunities to refer to them in Question 1b and c, 3, 4 and 5. By making references to particular individuals candidates could have made their answers more accurate and factual rather than general and theoretical.

Mark Ranges and Award of Grades

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