



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS12 Lifestyle Management

Report on the Examination

2010 examination - January series

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General Comments

In previous papers where there was evidence of a general misunderstanding of key terms and words from the specification; this did not seem to be such a trend with this paper. There were one or two questions where there was a general lack of understanding but this was balanced by some candidates who answered well. There seemed to be quite a reasonable spread of marks, even when the low entry numbers are considered. An encouraging trend which appeared to be slightly different with this paper than previous papers was that there was more consistency throughout. This meant that candidates who mostly achieved level 2 or 3 were able to maintain this level throughout the paper. Candidates at the lower end were also quite consistent with the level they achieved on each question.

What was particularly good

Some of the more difficult concepts which were included in this paper were answered well by many candidates. It also seemed that previous concerns about not reading the stimulus information which is provided at the beginning of most questions has been noted by centres and is being taught as a skill required to achieve higher marks.

What was not so good

Some candidates scored well on one or two of the more topical questions but then showed a lack of preparation by not attempting to answer the other questions. There is still some evidence that there is a lack of preparation for this paper. For some candidates the general nature of the idea of lifestyle perhaps encourages this attitude, but clearly, better marks could be achieved by many candidates if all parts of the specification were studied.

Question 1

This question generally posed a challenge to many candidates. The components and structure of a healthy diet are a central and topical lifestyle issue and have been an important feature of numerous LS12 questions. Part (b), a question which asks candidates to choose a specific group of people, should also be straightforward, but this question caused some difficulty for a number of candidates.

Question 2

Many candidates found this to be the most accessible question on the paper. Most were able to score well and a pleasing number of candidates managed a level 3 mark.

Question 3

This question was also answered well by many candidates and offered another opportunity for a level 3 answer. It was quite pleasing to recognise that candidates had studied the stem carefully and then justified their recommendations well.

Question 4

Many candidates were unable to grasp the more demanding information provided by the graphical representation in this question. This then led to disengagement with the question and only a weak attempt at the evaluation in the final part. Many of the better candidates however did score well by demonstrating familiarity with the subject matter.

Question 5

There were a number of candidates who offered answers which included negative strategies i.e. taking money away or giving punishments. As this often conflicted with employment and other laws, no marks were awarded. However, many candidates did score well on this question, showing a good understanding of the topic.

Question 6

Most candidates managed to answer this question well. There was evidence that the stem was studied carefully and many engaged in the discussion, expressed their ideas and organised relevant information clearly. This was a significant improvement on previous Q6 answers, where many candidates seemed to run out of time. This question showed that not only do candidates find certain topics more interesting but also that if better prepared, more are capable of engaging in an academic discussion and achieving a higher level mark.

Suggestions for teachers to prepare future candidates

1. It seems important to remind centres that there has always been an intention to ask questions from all parts of the specification. However, there are certain topics and factors (such as exercise or diet) which have such an impact on individual lifestyle that they are difficult to avoid and are a central feature when constructing questions or answers.
2. Centres should also take note that the three sections of this unit have a different focus and expect candidates to develop the knowledge and skills required as a basis to carry out healthy lifestyle analyses. Most questions on LS12 also feature information as an aid or guide to answer the question. It is clear how important it is that candidates learn to read and study the stem carefully in order to grasp what is required in the answer. The stimulus material is often considered peripheral to the question by weaker candidates which leads to lower marks.
3. Another important feature of LS12 is being able to consider the circumstances of different people as they are affected by the pressures of modern living. Being able to select a 'group' and then describe or analyse how they are affected as individuals or in the society in which they live is an important skill required by this paper.

Mark Ranges and Award of Grades

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