



General Certificate of Education

Leisure Studies **8641/8643/8646/8649**

LS02 A People Business

Report on the Examination

2007 examination - January series

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Introduction.

In general terms, students appear to have been well prepared for this paper, displaying evidence of relevant visits/investigations of leisure facilities which they were able to apply to their answers. However there are still examples of answers, specifically where comparisons are asked for, where students have 'selected' inappropriate organisations to study.

It was noted that where centres have focused on one or two facilities on which to base their investigations, and possibly considered appropriate responses to the questions immediately prior to taking the paper, a great deal of common information was offered, with the result that the range of marks achieved by candidates was not very wide.

As a general comment, students must again be reminded to address the command word in the question. Failure to do so will prevent students achieving the higher level marks irrespective of the detail included in their responses.

Centres need to comply with the following instructions:

- Each question must be answered in a separate answer booklet
- When the examination is completed, all 4 booklets should then be fastened together
- Preparatory folders should be retained in the centre under secure conditions until after the Enquiry Upon Results deadline
- Scripts should be posted off to the allocated examiner no later than the final date allowed for the controlled conditions periods.

Question 1

Part (a) Asking to describe the location and give an outline of the products and services offered by an organisation studied was answered well, although some candidates produced in excess of two pages, quite time consuming to achieve the maximum of 2 marks.

Parts (b) & (c) were answered well. Students addressed all four factors, but many focused specifically on 'access' related to disabled customers.

Question 2

Part (a)

Asked to explain the importance of staff communication with the organisation's customers, referring to verbal and non-verbal methods, candidates tended to list or describe methods rather than referring to their importance. Good answers included an explanation of the importance, citing a range of verbal and non verbal methods; keeping customers informed; effective answering of enquiries; portraying a positive image of the organisation to the customer, and the overall benefits effective communications can have on an organisation.

Part (b)

Although candidates recognised and described a range of technological methods of communicating information to their customers, the majority only described how the organisation communicated with customers away from the facility, and little reference was made to technology used inside the centres.

Part (c)

Student answers reached the top of level 1 by identifying methods which were used by the organisation, but to gain the higher marks, answers had to include comments on their effectiveness and this required more than just a statement to say the methods 'were effective.'

Question 3

Part (a)

This question was generally answered well, with students describing two methods of evaluating customer services in the organisation they had studied. Answers displayed good research into the leisure organisation. Top marks were awarded when students explained why the methods were effective.

Part (b)

Good candidate answers demonstrated that they had analysed all the information in Figure 1, identified the strengths and weaknesses of the centres, and clearly explained how they as manager would act in response to the data. Candidates gaining top marks used all the data provided and applied their knowledge of the leisure industry to suggest and justify the action they would have taken.

Question 4

Part (a)

This question produced some very good answers, demonstrating students' knowledge of handling complaints, and working in a leisure environment.

Part (b)

Good responses to this question produced clear comparisons of facilities offered by two organisations to cater for customers with 'specific needs.' Most answers concentrated on the examples of specific need identified in the question. Many answers referred only to disabled customers in wheelchairs. Where students did not make clear comparisons of provision, they were prevented from achieving top marks.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the results statistics page of the AQA Website at: <http://www.aqa.org.uk/over/stat.html>