



**General Certificate of Education (A-level) Applied
June 2011**

Leisure Studies

LS02

**(Specification
8641/8643/8646/8647/8649)**

Unit 2: A People Business

Report on the Examination

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General Comments

There is again evidence from this examination series that reinforces the fact that centres which undertake in-depth, practical investigations of leisure organisations are better equipped to answer the questions set than those which research only through literature and the internet.

It is recommended that candidates should be offered advice as to which organisations might be appropriate to use when answering questions.

What was particularly good

The application of information gained from investigations by candidates has led to some very good responses to questions, particularly those asking for students to explain or compare customer service practices offered by organisations.

What was not so good

There is still evidence of the practice of centres discussing, then preparing in advance a common response to questions. This is acceptable practice, but where the interpretation of the question by the group has not been totally correct, it has resulted in the whole cohort gaining low marks. Where the interpretation has been correct and a possible model answer has been developed, then it is only the quality of the written response which differentiates the marks, resulting in a narrow mark range across the group but not necessarily at the highest level.

Again, within this examination series, there are examples where candidates have either incorrectly read the question, or have not fully understood the response it required, and subsequently wrote 'pages' of script noting everything they knew about the 'key words' they recognised in the question. The result was very few marks for a lot of effort.

The examiners still have concern over the quality of hand writing, with some scripts being almost illegible.

Assignment Task A

For question **01** candidates were asked to describe how the three given elements of design planning created the required environment for the organisation studied. Many students met the criteria and accessed good marks. Signs on motorways/roads and staff influence were not considered 'design planning' and were not credited.

Although question **02** was answered well by most candidates, many missed the requirement of the question in that they did not explain how successful 'this design planning had been', referring to the elements given in **01**. Weaker answers to this question were almost a replication of **01**.

Question **03** allowed candidates to identify and explain how technology was being adapted to provide successful customer services. Many candidates addressed the question well, offering a range of examples, and linking them to the delivery of customer services. However, there were also a high percentage of candidates who simply listed technology used to communicate with customers, missing the opportunity to develop their answers.

Assignment Task B

Question **04** was generally well answered, though some students tended to explain **how** the feedback was obtained, rather than **why** the feedback was so important.

Question **05** was a two part question that was not answered very well in general, as many candidates simply described two methods of collecting customer feedback, and how they were being used by the organisation studied. Many candidates reached half marks with reasonable descriptions of the methods, but failed to develop their answers with a comparison of suitability.

Assignment Task C

The majority of candidates achieved full marks for question **06**. Where candidates failed to outline how the contact took place, they lost a mark.

Question **07** allowed candidates to demonstrate their understanding of how organisations provide a programme of initial and ongoing training to develop effective staff. Candidates lost marks if they did not relate the training described to the role of the members of staff identified in **06**.

Candidates did not find question **08** straight forward. They were asked to describe two situations that could not be dealt with by an individual *member of staff*, and to explain what action *the member of staff* should take. Many answers described two 'complaint' situations and explained how they would be dealt with (very similar in the procedures). Other answers described how a team action would be necessary to deal with a situation, but failed to refer to the actions of *the member of staff*. Candidates producing a clear account of two appropriate situations achieved level 3 marks.

Assignment Task D

Many responses to question **09** were very general, referring to a range of good customer service procedures and practices which would give a facility an edge over competitors. Good answers included a brief description of what a 'competitive edge' was, and how named facilities had worked to achieve it.

For question **10** candidates described a range of ways by which organisations tried to encourage customer loyalty and repeat business, but in many cases failed to effectively compare the different approaches by the two managements. Some candidates selected wildly contrasting organisations which were hardly appropriate for the comparison. Good, well balanced answers achieved maximum marks.

Suggestions for teachers to prepare future candidates

1. Teachers should ensure that all candidates fully understand what is required in the question.
2. Teaching staff are reminded that the specifications require students to study at least two leisure organisations for this unit.
3. Visits and interviews are an essential part of this unit, and candidates should be given the opportunity to get real experiences of leisure organisations to enable them to develop detailed answers and access the higher mark bands.
4. All candidates should be encouraged to plan their answers and write as clearly as possible.

Mark Ranges and Award of Grades

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