



General Certificate of Education

**Leisure Studies**  
**8641**

# **Report on the Examination**

*2006 examination – January series*

- Advanced Subsidiary Single Award

Further copies of this Report on the Examination are available to download from the AQA Website:  
[www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2006 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

*Dr Michael Cresswell Director General.*

# Contents

## Leisure Studies

LS02 A People Business .....	4
Mark Ranges and Award of Grades .....	6

## LS02 – A People Business

### *General Comments*

It is pleasing to note that the requirements of the questions were generally well interpreted and a wide range of appropriate answers was produced.

This unit is designed to be assessed on evidence of practical research undertaken by candidates and in general terms centres appear to have made arrangements to visit at least one organisation to gain information. Where candidates are being given independence to select a second organisation to study, teachers should ensure they are:

- found within the specification of the unit
- appropriate for the purpose of comparison.

It should be noted that retail organisations used for study should be identified as retail as a leisure activity, not for purchase of household necessities, e.g. supermarket grocery shopping.

Some candidates failed to achieve their potential as they did not read the questions carefully or follow the command words, especially the requirement to ‘compare’.

Overall this assignment proved a reasonable assessment of candidate knowledge and understanding of the unit specification and allowed the best candidates the opportunity to access the higher level marks.

### *Assignment Task 1*

In common with Assignment Task 3, where the assignment was sub divided into smaller tasks, candidates tended to address each part of the question, following the instructions quite well.

In this question some candidates spent an inappropriate amount of time on (a)(i) with only a maximum of two marks being achievable. Part (a)(ii) identified three areas which should be addressed. This was one of the questions where some candidates lost marks by only referring to one or two.

Question (b)(i) was generally answered well, though some candidates described the way in which the organisation met the needs of **all** the groups, and did not identify and concentrate specifically on just one.

Question (c) was answered well, explaining in some detail what safety and security equipment and procedures were in place and implying how they met the needs of the customers.

**Assignment Task 2**

Part (a) was on the whole completed well. Some candidates lost marks by not reading the question carefully and produced answers outlining **how** leisure organisations deliver good customer services, and did not describe the 'commercial benefits'. Other candidates made little or no reference to the organisation studied which prevented them from achieving the higher level marks.

Question (b) was well answered. Candidates used their knowledge and understanding of dealing with complaints, and adapted it to the situation in the question. The opportunity to gain higher marks was lost by some candidates who did not suggest ways the organisation might benefit from the positive handling of the situation.

**Assignment Task 3**

The stronger answers to this task made direct reference to the organisation they studied. Methods used by the organisation were identified and described by the candidate. Weaker answers listed the range of possible methods available to collect information and described how they may be used by the industry.

Question (a)(ii) was addressed in two different ways. One option was to explain **the procedure** followed by the organisation to implement change. The second option was to explain how changes may be implemented as a result of information gained from customer feedback. Both approaches allowed candidates the opportunity to gain upper level 2 marks.

Answers to part (b) provided the whole range of marks. In many cases the descriptor was addressed and good answers were produced by candidates who evaluated the suitability of the suggestion card for use by the organisation they had studied. Some candidates commented on why the card would or would not be suitable, but did not give reasons. The weaker answers contained simple statements accepting or dismissing the card for use without reference to the organisation or reasoning.

**Assignment Task 4**

Question (a) was answered well by the more able candidates who used their research to evaluate the effectiveness of **all** methods of communication used by the organisation. Candidates who referred **only** to the use of technology to communicate information were restricted to Level 2 marks.

Although answered quite well, many candidates failed to address the descriptor in part (b), and make a **comparison** of the use of technology to communicate information to their customers. Weaker answers simply referenced any form of technology used by the organisations and did not limit it to communication methods. Suggestions for improvement were often simplistic and 'tagged' on the end of the answer.

# Mark Range and Award of Grades

Unit/Component	Maximum Mark (Raw)	Maximum Mark (Scaled)	Mean Mark (Scaled)	Standard Deviation (Scaled)
LS02	80	80	41.7	12.9

For units which contain only one component, scaled marks are the same as raw marks.

## LS02 (549 candidates)

Grade	Max. mark	A	B	C	D	E
Scaled Boundary Mark	80	63	55	47	39	32
Uniform Boundary Mark	100	80	70	60	50	40

## Definitions

**Boundary Mark:** the minimum mark required by a candidate to qualify for a given grade.

**Mean Mark:** is the sum of all candidates' marks divided by the number of candidates. In order to compare mean marks for different components, the mean mark (scaled) should be expressed as a percentage of the maximum mark (scaled).

**Standard Deviation:** a measure of the spread of candidates' marks. In most components, approximately two-thirds of all candidates lie in a range of plus or minus one standard deviation from the mean, and approximately 95% of all candidates lie in a range of plus or minus two standard deviations from the mean. In order to compare the standard deviations for different components, the standard deviation (scaled) should be expressed as a percentage of the maximum mark (scaled).

**Uniform Mark:** a score on a standard scale which indicates a candidate's performance. The lowest uniform mark for Distinction is always 80% of the maximum uniform mark for the unit, similarly Merit is 60%, and Pass is 40%. A candidate's total scaled mark for each unit is converted to a uniform mark and the uniform marks for the units which count towards the Foundation or Intermediate qualification are added in order to determine the candidate's overall grade.