



**General Certificate of Education**

**Leisure Studies**

**8641/8643/8646/8647/8649**

**LS02          A People Business**

**Report on the Examination**

*2010 examination - January series*

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## General Comments

In preparation for this assessment, it is important that students have the opportunity to study at least two leisure organisations first hand. This will allow candidates to apply their theoretical knowledge to real situations when responding to the questions.

## What was particularly good

Good candidates continue to produce concise responses, drawing on their experiences to relate their answers to practices within the leisure industry.

## What was not so good

Too frequently candidates have latched onto a key phrase in the question, and have written down all they know on that subject without addressing the requirements of the question. This practice has resulted in very low marks being achieved for considerable effort. The consequence of this practice is that little time is then allocated for other parts of the question, and a very low score for the task is achieved.

The practice of preparing a model answer in groups, prior to the controlled session, results in very similar answers being produced, differentiated only on the basis of quality of writing, rather than content. This practice results in centres having a very narrow range of marks across the group. In some cases where the requirements of the question have not been correctly interpreted, the outcome can be low achievement by the group as a whole.

## Assignment Task 1

**(a)(i)** This question required candidates to name a **maintenance procedure**, and outline what it entailed. Most candidates were able to gain both marks. In some cases candidates latched onto the term 'procedure' and chose something other than maintenance, and subsequently gained no marks.

**(b)(ii)** This question was not answered well by many candidates, as they simply described the maintenance procedure, and did not make reference to how the procedure helped in the delivery of successful customer services.

**1(b)** Candidates answered this question in one of two ways, and credit was given to both. Candidates who described a range of actions in many cases achieved top level 2 marks. However few explained in detail the actions which may be applied either to resolve a situation which was preventing good team work or the stages needed to build effective teams.

## **Assignment Task 2**

**(a)(i)** This question asked for telephone skills, and was looking for the personal skills displayed by staff, not company procedures for answering the telephone. In general candidates managed to achieve full or near full marks for the question.

**(a)(ii)** Candidates tended to describe the two situations depicted in the Figures, and paraphrased the text to form the bulk of their answers. Few candidates offered detailed assessment as to how a system 'such as the one described' resolved the problems indicated in the Figures.

**(b)** Most students accessed top of level 1 marks by describing how organisations provided uniforms, and expected their staff to present themselves well when dealing with customers to give a good first impression of the organisation. Better answers identified how uniforms helped identify staff in smart appropriate uniforms and referenced the efficiency of the organisation and the approachability of the staff.

## **Assignment Task 3**

**(a)** Candidates who described some of the safety and security measures in place at the leisure organisation they had studied reached the top of level 1, whereas those who explained how a range of measures met the needs of the customer progressed to top level marks. Good candidates attained maximum marks on this question by providing a comprehensive description of a range of safety and security measures, and explaining clearly how they met the customer needs and expectations.

**(b)(i)** Full marks were awarded to candidates who gave a relevant outline of the methods organisations used to provide information to its customer. Some students spent far too much time and effort, often writing several pages to gain the 4 marks.

**(b)(ii)** This question was answered well. Students generally assessed the effectiveness of the different methods identified, and explained how they met the needs of the organisation and customers. Candidates who gave a well balanced account as to how the needs of *both* the customer and the organisations were met attained maximum marks.

## **Assignment Task 4**

**(a)** This question states that the member of staff cannot provide for a customer with specific needs, and asks how the staff member should deal with the situation. Many candidates began by describing various types of customers who might have specific needs, whereas others explained how the member of staff would need training to deal with such customers. Good answers described in some detail the staged approach in dealing with the customer/situation.

**(b)** Level 1 answers concentrated on describing methods of gaining customer feedback in order to identify possible problems, and take action to avoid complaints. High order answers used a combination of customer feedback, staff following the correct procedures, observations, and training.

**(c)** The majority of candidates identified the methods used by each organisation to evaluate standards of customer services, and described how effective they felt they were. Some candidates made reference to similarities or differences, but few made detailed comparisons

of the two. Higher ability candidates reached level 3 on this question by offering a detailed comparison of the methods used by the organisations.

### **Suggestions for teachers to prepare future candidates**

1. Teachers need to ensure that all candidates fully understand what is required in the question, drawing their attention to the command words.
2. Make candidates aware of the weighting of each part of the tasks so that they may proportion their efforts accordingly.
3. Candidates should be discouraged from just 'latching' onto key phrases in the question and writing 'all' they know around that phrase rather than concentrating on the focus of the question.

### **Mark Ranges and Award of Grades**

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