



**General Certificate of Education**

**Leisure Studies**

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

**LS02          A People Business**

**Report on the Examination**

*2010 examination - June series*

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## General Comments

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

### What was particularly good

The application of information gained from investigations by candidates has led to some very good responses to the questions, particularly those asking candidates to evaluate or assess the levels of customer services offered by organisations.

### What was not so good

There is still evidence of the practice of centres discussing, then pre-preparing a common response to questions. This is of course 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 band across the group.

This series there are many 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, of course, was very few marks for a lot of effort.

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

## Assignment Task A

### Question 1

**0 1** This question was clear, and accessed by most candidates. Marks were lost when candidates simply identified two situations, with no attempt to outline the context.

**0 2** Weaker answers to this question described the two situations noted in **0 1**, but made little reference to the skills used. The stronger candidates identified the skills and explained how their application made a difference.

### Question 2

**0 3** This question was a good example of unfocused performance. Many candidates did not read the question carefully, wrote extensively on how organisations evaluated their customer service delivery, but made little or no reference to how 'Staff can evaluate their own customer service delivery'.

## **Assignment Task B**

### **Question 1**

**0 4** This question was generally well answered, though some candidates made reference to a range of health and safety aspects, they were credited for the one described in most detail.

**0 5** Many answers to this question just gave a basic description of the safety procedures and remained at the lower end of the mark band. Candidates who gave detailed explanations of how the procedures improved customer services by sustaining confidence and generally caring for their customers accessed the higher level marks.

### **Question 2**

**0 6** This question was answered well by the majority of candidates. Using organisations they had studied, detailed answers evidenced a sound understanding of what security measures were in place to protect customers, their property, finances and identity. Weaker answers concentrated on one or two of these elements. Most candidates related their answers to how the measures met the needs of the customer, but where this was not evident, candidates prohibited themselves from gaining the higher level marks.

## **Assignment Task C**

**0 7** This question was designed to allow candidates the opportunity to explain how good/excellent customer service generates customer loyalty and repeat business over a period of time. Candidates who followed this line accessed good marks on this question. However, many candidates concentrated on the marketing activities of organisations that offer loyalty card and bonuses to potential customers to gain their business. Some candidates latched onto the word loyalty and suggested that simply taking up membership of a leisure organisation made them loyal, and returned regularly to get the most out of their membership, rather than because of the excellent customer services they were receiving. Lower level marks were awarded for students taking the latter approach.

**0 8** Many candidates offered a basic description of how poor customer services could reflect on the image of the organisation and then went on to list a range of examples of poor customer services practices. The higher level answers analysed how poor customer services failed to meet the customer's needs and expectations by not producing the goods, poor staff experiences or poor health and safety standards. Answers were developed to identify how the media reinforces the poor image by their reporting.

## **Assignment Task D**

**0 9** Not all candidates were able to use the information at their disposal to respond to this question. Candidates had previously demonstrated their detailed investigations into leisure organisations, but on this occasion failed to apply their findings to the answer. Many candidates concentrated on describing the staff welcome, physical appearance, or the atmosphere generated; few mentioned all or a combination of two. Good answers explained how the interaction of all elements contributed to creating the positive first impression.

**1 0** In general, candidates concentrated their answer by describing how the organisation they studied provide for customers in wheel chairs, and then made only brief reference to the provision for other disabilities. Very few candidates reached the higher marks by explaining how the organisation anticipates the needs and expectations of its customers with disabilities.

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

1. Teachers need to ensure that all candidates fully understand what is required in the question.
2. Candidates were able to answer this paper referring to just one organisation they have studied, but it must be remembered that the specification requires candidates 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 clearly.

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

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