AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Leisure Studies
8641/8643/8646/8649

LS02   A People Business

Report on the Examination

2007 examination - June series

GENERAL COMMENTS

This examination has now been running for two years, and it appears evident that teachers are using their knowledge and experience of previous examinations to prepare students well to meet the requirements of this style of assessment.

What was particularly good

Candidates are now being advised / directed by their tutors to study a range of leisure organisations, and in centres which perform well, they are guided towards investigating appropriate organisations which will assist them in addressing the questions. This practice is most evidenced when candidates are asked to compare two organisations.

Where source material has been provided, candidates have generally used it well to produce their answers.

What was not so good

Some centres still appear to prepare their candidates for the examination by preparing a 'possible answer'. This approach has resulted in two trends:

(i)   Answers, although individually constructed, have contained very similar information presented in a common format, which has resulted in the range of marks for the group being very limited.
(ii)   In less frequent cases, where a common approach has been taken but the requirements of the question have not been interpreted correctly, candidates have not performed well on that part of the exam paper.

Assignment 1

This question was addressed well by most candidates. The tasks expected the candidates to draw on information gained from their visits based on this unit and knowledge of organisations studied in Unit 1 (Investigating the leisure industry).

Few candidates failed to achieve 2 marks for part (a), and for part (b) students generally identified two suitable members of staff to describe although there was a tendency by some candidates to spend more time and effort describing one in detail and less on the second. The weakest part of the answer was the description of the qualities needed to carry out their roles.
Part (c) of this question required candidates to explain the training procedures in place in the organisation so that a good level of customer service is delivered.

Comprehensive answers explained the stages of training offered (induction, ongoing, on and off the job, monitoring and assessments of training needs) and its importance in the delivery of a consistently high standard of service.

Assignment 2

Part (a) of this question was answered quite well. Full marks were achieved by candidates who explained how customers could find information about the organisation from a range of sources, whereas many candidates laboured on the internet and used web sites as their only source, these attracted fewer marks.

Part (b) students explained clearly why it is important to provide up-to-date and accurate information and gave relevant examples from the industry. The weaker responses did not explain why staff should be objective in the information that they offer customers.

Part (c) Answers to this question came in a range of acceptable forms. The question required the candidate to explain how, as manager of the hostel, they would advise the customer on suitable heritage places to visit, justify why they would be suitable, and refer to the sources used to find the relevant information. Although this part of the question was answered quite well in general, many students lost potential marks because of a lack of justification for their advice, or by only making brief reference to limited sources that might be used.

Assignment 3

This two-part question based on the 'Newspaper Article' produced some very good responses from the higher attaining candidates.

Candidates scored well by answering the first part in relation to 'Identifying the effects of poor customer service', and the second with an explanation of the stages of action taken by the management from initial investigation to a PR activity to inform customers of the 'improvements in place.' Recommendations / actions were in general realistic.

Weaker candidates tended to make sweeping and unrealistic statements such as, 'the manager and/or lifeguards would be sacked' or 'the centre would be shut down.'

Assignment 4

In general, candidates selected appropriate organisations to compare, but there are still too many cases where inappropriate organisations have been used, which has resulted in weaker answers being produced. With advice from teachers, this may be avoided.

Good students made real comparisons between the types of technology used by each organisation and how it helped in the delivery of good customer service. Weaker answers simply identified the technology used in one organisation and compared it in relation to size or cost with that used by the other organisation rather than its effectiveness.

It was accepted that there was not a lot of information available to explain how organisations use technology to 'maintain good product knowledge by staff,' and this was taken into account when assessing answers.

Part (b) of the question saw many candidates making suggestions on the introduction on technology into the selected organisation, but only the stronger candidates gave detailed suggestions how the technology identified might improve the quality of customer services in the organisation.

This part of the question in rather a lot of cases was addressed very briefly, perhaps as a result of poor time management – something that candidates should be reminded about regularly.

Suggestions for teachers to prepare future LS02 candidates:

A vital element in preparing for this unit's assessment is the investigation of at least two leisure organisations. Teachers should guide candidates in their choice of suitable organisations to study and encourage them to produce comprehensive notes of their visit.

The production of pre-prepared questions to assist students to gain knowledge of the organisations' delivery and monitoring of customer services should also be encouraged.

Good candidates will prepare a folder containing useful documents such as research notes taken on the visit or during interviews with key staff and original materials collected e g copies of the organisation's business statements and Health & Safety policy.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.