



**General Certificate of Education**

**Leisure Studies**

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

**LS02          A People Business**

**Report on the Examination**

*2009 examination - January series*

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*Dr Michael Cresswell Director General.*

## **GENERAL**

Overall the quality of work was slightly higher than last year with fewer low scores, mainly because students have applied their research to the exam more successfully. There is still a need to encourage students to spell out customer service concepts rather than using the term customer service to cover what they mean. This is preventing many students from achieving higher level marks.

### **What was particularly good**

The studies of organisations were in many instances successfully researched to enable concise and pertinent information to be applied to the questions asked.

### **What was not so good**

In questions where there were two or three parts, it was often the case that one part would be thoroughly researched and answered well whilst the other part or parts would be briefly dealt with.

### ***Assignment Task 1***

In part (a), the great majority of candidates were able to describe two security checks and what it meant to the public.

Candidates found part (b) quite easy to relate the type and methods of security in the establishment studied. However, many did not then go on to state exactly how this met the needs of the customers and in some cases to detail how this security might be specifically targeted at particular customer types. Not all park at a leisure organisation or use lockers or might be in an area covered by CCTV but some do. Specific needs of customers also include reassurance, confidence and consistency of experience which again was not always considered in the answers given.

(c) This question certainly in most cases enabled most students to look at the training and suitable experience of staff and ongoing qualification seeking or achievement; this was done well in most cases. What tended not to be fully explored was how this training, qualification and experience led to a more safe and secure environment with suitable examples and discussion. In many cases it was just assumed or just stated that it does.

### ***Assignment Task 2***

In part (a) the majority of answers were able to restate the information already provided with a low level of insight shown as to what this information can actually mean in terms of customer service. In a good many cases, more than one strength and weakness were mentioned, which is not what was requested. Candidates digressed into more than one strength/weakness, comparisons and their own ideas on CS training. Good answers were able to read into the information provided and then translate it into effective strengths or weaknesses based on arguments that had substance in customer service terms. Also the actual organisation should have been considered with regard to its CS methods; what was suitable for one organisation, would not have been suitable for another. Each organisation had a distinct CS procedure and methodology for a reason, which the better candidates picked up on and therefore did very well. (b) Again there was no need to compare or even mention another organisation to score high marks in evaluating an organisation's CS, although that could be done to justify decision. Answers ranged from the simple reference to the existing information with a few added comments that were vague and provided no real insight into that organisation's effective CS, to a comprehensive examination of each feature of CS and how this impacts on the delivery and provision of CS to the actual customer. Some centres did really well on this showing a sound investigative structure to their work.

### **Assignment Task 3**

Part (a) This was answered well by those students who had a clear idea what exactly non-verbal communication meant. In some cases whole centres did not understand that non verbal is a form of communication. Non-verbal and verbal communication are both associated with human interaction. Thus, non-verbal does not include forms of technology and how humans can use them. Body language, gestures, hand actions, eye contact, facial expressions were exactly the type of non verbal communication expected and when these were expressed in the context of CS with appropriate examples then candidates scored well. References to posters etc were allowed if they were about images rather than words.

(b) This was answered much better because the vast majority of students understood the need for speech, face to face, over the phone or via tannoy. Voice tone and articulation were also stressed. The whole experience from entering to leaving was on the whole answered well with suitable examples according to each situation. What tended to be lacking was the actual application of the verbal communication in a range of settings to include greetings, enquiries, answering, information provision, advice, transactions, safety and security and actual product or service delivery and how this added to the customer service experience.

(c) This was answered well; it required candidates to know exactly the lines of formal or informal complaint and response to this via different methods involving training, assessment, talks and disciplinary. All of these were considered across the range of candidates. There was consistent evidence of good centre preparation.

### **Assignment Task 4**

Part (ai) A very straightforward question, with most candidates gaining full marks.

Part (a ii) Candidates again did well, stating exactly what the customer needed and how the presentation answered those needs. However, the answers often lacked that extra step to explain the relevance of the presentation in terms of such concepts as aiding the decision making process, how this provides value for money (rarely mentioned), and exactly how the customer plans to use the presentation of information to suit their specific needs.

(b) Another question that was, once again, answered well. Good centre preparation was evident in the answers provided. Candidates showed a good range of issues in which product knowledge was needed, and this was evident in answers that were of good length and showed an insight into various aspects of how an organisation runs its operations. The only weakness was that in evaluation of the benefits of staff having good product knowledge, they concentrated on the staff benefits when this is actually also very much focused on the benefits to the customer.

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

Teachers need to ensure that all candidates in future make full use of investigating two leisure organisations as one organisation does not always lend itself to a particular task. By investigating two well, there is the option of then deciding which one is best to answer the task from the point of view of the outcomes of a particular type of CS situation.

It would be very helpful for students when they have concluded their visits to organisations to then review the information in terms of how it would apply to each section of the unit and make notes in their preparatory folders on how it relates to each key point.

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

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