



**General Certificate of Education (A-level) Applied  
June 2011**

**Leisure Studies**

**LSPA**

**(Specification  
8641/8643/8646/8647/8649)**

**LSPA: Portfolio Units**

***Report on the Examination***

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## General Comments

This year's examination series again provided a range of portfolio units ranging from excellent to limited. It is apparent from the higher standard of work submitted that centres and candidates have benefited from the range and variety of advice offered. It is, however, important that candidates and centres maintain the depth of evidence required by the specification and not lapse into using bullet points or one or two sentence sections. These do not show the applied knowledge and understanding needed in this subject.

It was particularly refreshing to see the wide range of research taking place at A2 level for Current Issues, Leisure and the Media and, of course, the range of leisure events for Leisure in Action. It always is enjoyable to read such individual work.

The sourcing of research was more consistent; however, there was still a small but significant number of candidates who used the cut and paste method without using quotation marks or accrediting the source and then failed to add their own comment and interpretation. Such work cannot be accredited as evidence. Regrettably, again this has led to some portfolios being referred to 'Irregularities' and could result in the candidate work being downgraded or zeroed.

It is recommended that candidates experience and research the organisations studied at first hand in order to provide the depth of knowledge and understanding required by the assessment evidence grid. In some portfolio units, it was apparent that candidates relied on secondary sources such as those from the internet and video sources. This led to candidates not having the applied knowledge to meet mark bands 3 and 4.

Internal moderation was evident for most centres and was very useful to assist the external moderation process. Internal standardisation is a requirement of the specification, and if there is more than one teacher delivering the course internal moderators must look at whole units rather than individual AOs, which did not always appear to be the case. Unfortunately there were some centres which still do not annotate the work to show where AO evidence has been met. If this could be carried out consistently then it should result in accurate application of the assessment evidence grid.

The specification is designed so that candidates can use the knowledge gained from the AS single award to underpin the knowledge and understanding required for the other units in the award. Unfortunately, often candidates have not used this as a basis for completing later units.

If teaching staff are in any doubt about how to proceed with a unit or part of a unit, please do not hesitate to contact your portfolio adviser.

## **LS01 – The Leisure Industry Today**

Most candidates attempted to define the Leisure Industry. However, some candidates still just downloaded definitions of leisure without adding their own understanding. There was a good range of examples included but it was disappointing that some candidates have not accessed the increasing amount of information available to show the scale and importance of the industry. The components used to show the range and extent of the industry were generally well done. On the whole, sectors were well covered and the inter-relationships covered in greater depth including a wider range of examples. Most candidates showed detailed research into Europe and its leisure industry but in many cases the comparison between the European leisure industry and that of the UK was limited. It must be remembered that this is a diverse industry and consists of more than just sport.

Candidates used data for participation trends and financial importance in their portfolios but failed to make connections. Current developments within the industry still need to be substantiated using facts and figures. Data from the 1960s is not relevant, especially when candidates are exploring the current developments. The last 10 to 20 years of the industry is sufficient.

It was pleasing to see that many candidates covered all the components of the industry, but the predictions made must be more specific and evidence based.

The impact different market segments have on the industry needs to be evaluated in terms of access, participation and barriers rather than treated as two separate sections of the task.

Evaluation is always difficult but candidates had developed different ways of covering this task. It was generally carried out better in this series. Frequently, however, the candidate did not refer to the quality of the predictions and conclusions they had made about the industry and this prevented higher mark bands from being achieved. The predictions also need to be referenced to the reliability of the source. The weakest candidates provided only a description of the source.

### **What was particularly good**

The best candidates provided their own definitions of the leisure industry as well as those from a variety of texts. It was very pleasing to see the quality of work produced at the higher mark bands. Candidates had used data effectively to show the scale and importance of the industry in order to meet the demands of mark band 4. Some candidates made detailed comparisons of the UK leisure industry with that of Europe.

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

Many candidates did not base their predictions for future trends on data and therefore predictions for the industry were mainly simple in nature. The analysis of the key factors and their influence on access, participation and barriers need to be based on the effect this has on the industry for the different market segments.

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

- Time needs to be spent on developing a definition of the leisure industry.
- The use of up-to-date statistics for the importance of the leisure industry, including working patterns, numbers employed and impact on GDP.
- Time is spent on the analysis of the effects of the different market segments on the various components of the leisure industry.
- Evaluation of sources needs to be an on-going process so that candidates have the information on which to base the evaluation of the sources.

### **LS03 – Getting It Right in the Leisure Industry**

Most centres have ensured that one organisation is used to cover this unit, although there were still isolated candidates who used more than one organisation. The application of this unit to the chosen organisation varied considerably. Candidates need to consider the impact on the organisation, staff and customers.

The staff handbook was more detailed this series and presented in a suitable format. However, attention still needs to be paid to the links between laws, acts and codes and the particular sector of the industry being considered. Relevance to the organisation needs to be shown and how these help ensure the health, safety and security of staff and customers. In many cases examples of the risk assessment was included but not all included advice on how to carry out the risk assessment. The examples of best practice linked the handbooks to that of the role of a new manager.

The key quality control and management systems were described but more detailed attention needs to be given to how these are used effectively to maintain standards within the chosen organisation. Candidates applying Quest showed how the various strands could be used to maintain standards and provided suitable detail for higher marks bands. In this task, theory of the management systems is not sufficient and examples should be provided as to how the organisation uses these to deal with customer records, booking/reservation systems, membership schemes, ticketing systems and/or customer complaints.

On the whole, business systems were covered more fully with examples being used to show examples from the range shown in the specification. The best candidates covered these aspects to analyse the business systems used and to show how effective the impact of technology is in supporting these systems.

The key aspects of marketing were well covered but the range lacked depth of application. There were some very detailed examples of analysis of SWOT and PEST for individual organisations and there was some analysis of how these might affect consumer awareness, sales and take-up. The use of data is necessary for higher mark bands to be awarded.

#### **What was particularly good**

The best candidates produced very detailed handbooks in an appropriately presented and accurate format, showing how the laws could be applied to the organisation. The choice of organisations in general allowed the candidates to gain information to all aspects of the procedures used in the leisure industry.

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

Some candidates still did not apply the risk assessment to the chosen organisation. AO2 and AO3 still relied heavily on theory with weak application of the systems to the chosen organisation. AO4 Key aspects of marketing were generally described in detail. Evaluation was still general and did not rely on data to prove its effectiveness, meaning that candidates could not meet the assessment criteria for mark band 4. Perhaps candidates could consider the question “how has the marketing of the centre affected the sales, consumer awareness and take up of the amenities and activities on offer at the organisation?”.

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

- Ensure that the health and safety laws are applied to the organisation.
- Ensure that the needs of customers, staff and the organisation are considered when discussing the safe working practices.
- The risk assessment procedures need to be accompanied with appropriate advice as to how to carry them out.
- Primary research may assist candidates in the evaluation of consumer awareness, sales and take up. This could be in the form of an exit survey.

## **LS05 – Lifestyles and Life Stages**

Care should be taken when recording AO2 and AO3 on candidate record forms.

The new government statistics on the health of the nation proved to be extremely useful in meeting the assessment criteria for AO1.

The first task was still covered quite factually by using data in the form of graphs and tables. In most cases the links to show the whole picture of the health of the nation was not fully covered. Regional differences were still not always evident. Some aspects of technology were looked at in terms of the impact on people's lifestyles. Candidates might use the government websites that publish data and statistics on the health of the nation. Analysis of these differences would allow candidates to consider the implications for the leisure industry more fully.

A detailed analysis of the implications of the current health status of the population for the leisure industry in terms of current lifestyles and age structure generally lacked depth. Some good practice was shown in linking primary and secondary research and what this meant to specific areas but this was not fully expanded to link with the leisure industry as a whole.

Good candidates clearly provided evidence of a script and had indeed presented this as evidenced by PowerPoint presentation notes. However it was not always clear the ways in which this was linked to different lifestyles. The benefits of the different activities were not always explained or related to the different aspects of health. If the presentation is given on this task then it would be appropriate to add a witness statement to show further evidence of coverage. Centres could assist candidates by including evidence to support the detail of applied knowledge possibly through including a witness statement. Weaker candidates restricted the script to sporting aspects of leisure rather than exploring the full range of the leisure industry. It must be stated that candidates need to ensure that there is sufficient evidence to confirm the mark awarded. Some candidates included general comments such as 'it makes you fitter' rather than an explicit description such as 'consistent exercise will reduce the risk of diabetes'.

In this task most aspects of the leisure industry were covered but there needed to be greater depth on access and opportunities in the local area and how it impacts on lifestyles or life stages. Many candidates did not explore this aspect fully. This, therefore, made it more difficult when making a range of appropriate and realistic recommendations for improvement. It may be appropriate to include some primary research to support recommendations.

### **What was particularly good**

Candidates had researched the locality quite thoroughly and could make judgments about the range of leisure activities and analyse if these were sufficient.

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

Candidates did not link the leisure activities to the different lifestyles or to the different aspects of health. Candidates frequently found it difficult to evaluate the access and opportunities for different lifestyles and life stages due to limited research and as a consequence could only make limited recommendations for the improvement of leisure facilities in the locality. The 'improve health' or 'of benefit to health' do not show applied understanding and analysis.

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

- Both primary and secondary research will assist the candidates in explaining how activities provided in a locality will benefit health.
- Candidates require an understanding of what is meant by lifestyles and life stages.
- Candidates need to consider the full range of leisure activities as studied in LS01.
- Candidates should be aware of regional differences in health and any links between them.

## **LS06 – Leisure Organisations**

This portfolio unit requires a comparison of two leisure facilities throughout all of the AOs. Some candidates restricted this comparison to AO1 and therefore could not be credited in the upper mark bands for the remainder of the tasks.

Many candidates made a good attempt at comparing two organisations in terms of facilities, funding, location and access. Aspects of the customer base were frequently less detailed.

AO2 required a detailed report on all employment opportunities, to show jobs within the organisations and a realistic appraisal of progression. However, attention to the detail of entry qualifications, and level of employment were not always clearly made. In some cases candidates restricted this investigation to two or three job roles only, rather than considering all jobs within the organisations. By not studying the full range of jobs, candidates were not able to make realistic and relevant judgments of progression opportunities. In order to attain mark band 4, appropriate links should be made between level of entry, entry requirements and paths for progression.

Research was carried reasonably well into the marketing mix of the organisation and some links made to the market segments and therefore the target markets of the organisations. Primary research was more apparent in the detail of candidates' work.

The evaluation relied on the depth of research carried out by the candidate, as did the recommendations for future events/expansion of the organisation. At the higher mark bands the candidate needed to have made these by looking at how they could increase market share at minimal cost/time expense. This was not always considered by even the best candidates.

### **What was particularly good**

Candidates who had studied two similar organisations found it easier to make comparisons.

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

The detailed report into the employment opportunities was frequently limited to two or three jobs. Job descriptions alone do not show an understanding of the requirements of the organisation nor does this mean that candidates are able to make realistic judgments to the scope for progression. Frequently, candidates did not explore the qualifications needed at entry level and those required for progression needed to meet the requirements of mark bands 3 and 4.

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

- Consider two reasonably similar organisations for comparison.
- Ensure that the full range of employment opportunities within the organisations is investigated and not just one or two job roles.
- Use an organisational management chart to ensure that candidates research the employment opportunities at different levels and can make judgments on the scope for progression.
- Primary research will allow candidates to meet the demands of mark bands 3 and 4 into the market segments, marketing mix and target markets of the organisations and allow realistic recommendations for the future events or expansion of the facilities.



## **LS07 – Fitness Training for Sport**

In most candidates' work, the knowledge, skills and understanding of the components of physical fitness was detailed but reference was not always made to show how these can improve performance linked to evidence of understanding of the principles of training. Examples included were much wider than this series.

Research into, and analysis of, methods of fitness training was clearly carried out by most candidates, but the observation of fitness training was not always included or poorly carried out by some. The observation in many cases did not show the application of the principles of fitness or was an observation of a skill training session which is not appropriate in the context of the specification. It is essential that the candidate describes the observed session and then analyses and evaluates the session. When planning and assisting in a fitness session, most candidates showed an understanding of the importance of making it time related, but many did not consider the needs of the participants. A few candidates still used skill coaching rather than fitness training as the focus of the session. Safety factors were not always related to the session.

Witness statements are a valuable tool for confirming assessment providing they are specific to the candidate and not generic. This also assists in making judgments, such as the session had taken place, health and safety were properly assessed, the candidate's skill in communication and that the needs and welfare of all participants were catered for and understood. Regrettably, in some cases, there was no evidence that the candidate had assisted in the session and a maximum of mark band 2 could only be awarded.

The evaluation of an individual using a minimum of two measures of fitness, ranged from well done to lacking in sufficient detail. The base line for fitness was not always established and therefore candidates found it difficult to identify goals and to make recommendations linked to areas for improvement.

### **What was particularly good**

The best candidates had prepared in detail to run a fitness session and the supporting witness statements by staff were equally as specific. Many candidates had recorded the base line assessment for the evaluation of the individual and then clearly showed that this was a starting point for progression. Goals were identified and showed that these were made to improve fitness.

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

There is still a great deal of theory for the components of physical fitness which was not supported by examples to show how these can be used to improve performance. The observation of a training session again needs to relate to fitness training and not a skill-based session. The analysis of how each activity was chosen for that individual or team is needed for the candidate to meet the requirements of the higher mark bands.

The candidate's own session must be time related and some corroboration made as to whether the methods of communication were appropriate and that the session was under control. Without this information it is difficult to assess, as moderators, if the session has actually taken place. A witness statement is essential to support the moderation process. In planning the session candidates must consider the group they are working with in terms of age, level of fitness and any special consideration required for individual/s taking part. It is essential for the candidates to add specific evidence that they have looked at the group and all the safety aspects possibly through a risk assessment.

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

- Ensure that the candidates link good examples of how the development of the components of fitness can enhance performance in sports activities.
- Ensure that candidates do not confuse fitness training with that of skills training. The session cannot involve skills as well.
- Candidates need to understand the underlying principles of fitness training and link these with the goals of the individual or team.

## **LS08 – Leisure in Action**

Leisure in Action is a popular unit. Candidates chose to run a wide variety of projects, including fundraising, to ensure the project can take place. Teaching staff found a number of different ways to document the work of the candidates and this is extremely valuable for moderators to confirm standards. The summary of event options was interesting and detailed in most cases and provided candidates with sufficient information on which to make a choice of the final project. It was clear that in most cases a full feasibility study on these event options had been carried out prior to embarking on the chosen project. Business plans for the project frequently needed to be in more detail. Candidates should use the specification as a checklist. Records of the candidate's own contribution varied and the more detailed allowed sound judgments to be made about the issues of deadlines and contribution made. The candidates that had prepared methods of evaluation in advance of the project were able to make realistic recommendations for improvement.

### **What was particularly good**

The range of events undertaken by the candidates. The variety of research carried out in order to make the final choice of project. The best candidates producing a full business plan. The manner in which the best candidates linked theory to good practice, such as the roles assigned to team members and SMART targets being set, the depth of diary entries and minutes, in order to show the candidate's own role and the team's contribution as a whole. Market research into the customers and their needs was effectively carried out. The use of time lines or Gantt charts to show time scales was very effective.

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

Project plans still did not always provide enough depth to meet the requirement of mark bands 3 and 4 for the business plan. Many of the points from the specification (feasibility of the project) were addressed by one or two sentences. These need to be explained in detail. Most candidates did not present their plan professionally. Health and safety issues need to be considered fully by candidates, including which laws and codes of practice apply to the event.

The research required for this unit is twofold. The first section researches the options for a possible event. Small or mini-business plans need to be produced for each option. Many candidates still did not provide this depth of detail and therefore justification for the choice of project was limited. Once the choice of project has been made, then a full and detailed business plan is researched including contingency options. Evidence of this research can be shown in the candidate's personal diary for the event, minutes of meetings, etc.

All work submitted should be individualised and detailed in order for the moderator to confirm witness statement evidence from the tutor.

For large groups it is not appropriate to run just one project as the candidates cannot write up the evidence in sufficient depth to meet the assessment evidence. It is recommended that candidates work in groups of no more than eight.

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

- Candidates need to research a range of project options in detail to be able to discuss and justify their choice. This should be in the form of a mini-business plan for each project option.
- Ensure that candidates understand and can present their business plan in a professional manner.
- Ensure that candidates keep detailed records of their involvement in the project.
- Evaluation of their own and the team's role could take place at the same time as the team meetings, in order to assist with the requirements for evaluation in AO4 and to make recommendations for improvement.
- Witness statements must not be generic to the event but specific to the candidate and their role.

## **LS10 – Current Issues**

It was again a pleasure and a privilege to read the range of topics for current issues covered by candidates. The investigation was frequently very detailed and showed that the candidates had developed their research skills to a high standard.

The style and the quality of the presentation are not required to be tested by the unit and therefore teachers should not base their assessment on these. The assessment should be based on the quality and depth of the current issue being researched and how it meets the assessment evidence grid.

The unit is designed to allow individual candidates to investigate a current issue of their choice. It is more difficult to assess individuality when it has been taught as a class exercise.

It is essential that teaching staff advise candidates on the breadth of the topic in order for this to be realistic in terms of content, time and depth of research available. Many candidates chose broad topics and found it difficult to meet the requirements of the assessment evidence grid, e.g. Drugs in sport, where all sports must be considered, as opposed to The effect of drug taking on Athletics in the UK. It may be appropriate for candidates to pose a hypothesis.

### **What was particularly good**

The range of current issues considered both national as well as local concerns. The best candidates used a wide range of research from both primary and secondary sources. This provided them with a wider perspective on the issue and allowed consideration of the stances taken by the various stakeholders.

Most candidates could discuss the possible consequences of the issue and consider these in terms of short- and long-term effects. The best candidates considered any conflicting factions and commented on possible effects.

The identification of sources and their reasons for use and/or rejection was not always as detailed and precise as in previous years' series.

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

Many candidates found it difficult to link their current issue with the leisure industry today. Many of the links made were tenuous at best and certainly made it difficult for candidates to meet the demands of mark band 4.

Many candidates did not look at opposing viewpoints. This could have been achieved by primary research from a cross section of the population and then comparing the results with the views expressed in the media.

The justification of choice of resources and the reasons for their use and/or rejection caused some candidates issues as they had failed to consider issues of validity or presentation of a balanced viewpoint.

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

- As facilitators, teachers should review the candidate's action plan carefully to avoid any candidates looking at an issue that does not relate to the leisure industry. Tourism topics are not relevant in this context.
- Discussions may help candidates to understand the links between the different aspects of the leisure industry. The use of the range from LS01 may be an appropriate starting point for what is appropriate to the topic.
- Assist candidates to develop a log of resources acquired and explain why some have been used and others rejected.

## **LS11 – Leisure and the Media**

There was an interesting variety of large scale events investigated in this unit, again ranging from local to national. This unit is in two distinct sections; AO1 and AO2 are the investigation into the role of the media in the chosen event, and AO3 and AO4 are the wider influence of the media on the leisure industry.

Candidates should complete the task AO by AO in order to meet the requirements of the assessment evidence grid. In cases where this suggestion had not been followed, candidates failed to understand the effect of the media on either the leisure industry as a whole or on people's leisure time. It is not appropriate or indeed suitable for the demands of the specification that evidence presented in AO1 and AO2 to be accredited for AO3.

AO3 and AO4 showed both primary and secondary research in order to meet the evidence required by the higher mark bands. In order to provide a comprehensive evaluation of a full range of impacts of the media on people's leisure time, it would be desirable to test national statistics against a spread of population in the local area. This would assist candidates in making judgments as to whether the impacts are realistic and appropriate.

### **What was particularly good**

The candidates who met the assessment evidence in mark bands 3 and 4 looked at the ways in which the media had influenced aspects of the chosen event such as audience size and hours or column inches covered, providing detailed data. This enabled them to make the complex links between different aspects of the media to the chosen event.

The best candidates related income earned by personalities from sponsorship to the specific event and showed the increase in advertising and sponsorship over the time the event had been running.

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

Legislation was considered and acts and codes of practice quoted, but in most cases not related to the ways in which they could be applied to the chosen event. Many candidates used the theory of advertising and sponsorship and applied that to their chosen event but did not provide data as to how income can be generated and increased.

The choice of large scale event also influenced the depth of study that candidates can produce. The 2012 Olympic Games is a very difficult event to choose as it has not yet been staged. Candidates can only speculate on the role of the media and cannot show audience size, column inches, etc. Therefore links can only be speculative at this point of time.

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

- The choice of event will influence whether candidates have sufficient information to meet the higher mark bands in the assessment grid.
- Candidates will benefit from using the bullet points in the unit specification as a guide to the depth of information that is required by this unit.
- A session on how legislative control can influence the media, advertisers, sponsors and event organisers would be useful to heighten candidates' perceptions.
- A discussion on 'fitness for purpose' in conjunction with advertising would be useful.

## ***LS13 – Leisure in the Community***

Leisure in the community is a wide topic which candidates interpreted in various ways. The specification requires specific information as to what is there at the present time. A map of the locality showing the spread (position) of leisure facilities is extremely useful. Many candidates failed to consider the wide nature of the leisure industry and restricted their portfolio to sport related leisure. The full range as previously studied in LS01 should be considered. Candidates who considered a large area such as a county were at a distinct disadvantage. It is better to restrict the study to a locality such as a town.

The developmental process to its current pattern of provision requires candidates to investigate the growth of the area and planning that has taken place. The investigation as to whether these are adequate or not will rely on the use of local planning data, demographic, social and economic profiles as well as primary research or a needs analysis.

The local and national initiatives need to be related to the specific locality as not all are relevant in this context. This will provide candidates with specific information to analyse as to effects on the local community.

An evaluation of any proposals should be based on both primary and secondary research.

### **What was particularly good**

Candidates considered the effect of any proposals in depth by considering local views. The localities were defined and the best units included maps to show detail of the provision of leisure. Candidates were able to make an assessment as to whether the facilities in the locality were adequate or not. Data was frequently used that reflected population statistics and local development plan information.

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

Leisure was restricted in a large number of cases to sports facilities. The wider leisure industry was not always considered. Candidates should use the range from LS01 when considering leisure in the community. Many candidates tried to assess whether the provision was adequate without considering aspects of demography, employment data, financial contribution or the changing needs of the market.

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

- The local leisure plan needs to be considered as it will relate to aspects of demography, changing profile and needs of the population.
- Candidates need to be focused onto which national and local initiatives affect the locality.
- There is a need for both primary and secondary research in this unit and candidates should be guided as to how to sample the views of all interested parties.

## **LS14 – Outdoor Leisure**

This unit was generally approached well by candidates. Candidates were able to describe the attractions of the area and the main stages in evolution; however the ways in which the main agencies had influenced outdoor leisure was less detailed. The agencies were frequently described without reference to their influence.

Candidates did not always consider the full range of outdoor leisure activities and facilities, concentrating on natural rather than man-made as required in the specification.

The impact of outdoor leisure was well described but frequently lacked knowledge of management techniques. There were varying depths of analysis of the local plan.

It was a concern that some candidates were trying to complete this unit as a purely theoretical exercise rather than by using first hand research and knowledge. By experiencing an area of outdoor leisure first-hand, the candidates are better able to analyse and evaluate impacts and plans.

### **What was particularly good**

Maps of the chosen area were included and specific sites for man-made and natural attractions were not always depicted.

Candidates who had experienced the effects on both the natural and man-made environment in the chosen area could make detailed assessment as to the success of the management techniques.

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

The management techniques were frequently poorly explained and therefore little or no assessment of their impact could be made. Candidates did not always consider the natural and man-made environment. Lack of first-hand experience meant that conclusions were not always backed up with facts and the understanding of impact on man-made and natural environments was not covered in full.

The inter-relationship of the different agencies and organisations were not considered as a pivotal force in the management of the area.

Candidates tried to consider more than one plan for the area and therefore could not make a comprehensive analysis as the range of research required frequently proved too large a task. The evidence required for AO4 requires that **one** plan be considered. It would benefit candidates to clearly state the aims of the plan. Many portfolio units were rather general for AO4 in this series.

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

- The role of the agencies and organisation need to be considered in light of how these shape the development of an area. Are specific aspects of man-made and natural management encouraged or discouraged?
- Candidates will need help in considering the legislative changes that have happened recently and could affect the management of the chosen area.
- It would be useful to discuss all the opportunities for outdoor leisure in order that candidates consider the full range within the chosen area.

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

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

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)