



**General Certificate of Education (A-level) Applied
January 2012**

Leisure Studies

LS02

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

Unit 2: A People Business

Report on the Examination

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General Comments

What was particularly good

Where centres have organised visits to leisure organisations, candidates have used information gained from observation and questioning to produce well constructed responses.

The legibility of scripts has improved. This resulted in fewer scripts being difficult to interpret.

What was not so good

It can never be stressed too much to candidates to 'answer the question'. Some very good candidates have written pages in response to a question without actually addressing the requirements of the question.

Assignment Task A

Question **01** asked candidates to describe how technology was used by an organisation to create a positive first impression. Most candidates began their answer relating to the use of technology encountered prior to a visit, in the form of 'the website' and then went on to briefly outline other uses such as automatic doors, car park barriers and swipe cards to enter the facility. Too often candidates concentrated on technology used for safety and security, or communications; information that should have been used for other questions on the exam paper. Many candidates simply described the benefits of using technology to deliver good services to their customers.

Question **02** was answered well by many candidates who identified a range of technology used to communicate with their customers and gave general evaluation on their effectiveness. Weaker candidates tended to list methods of communication used. If details were offered for any form of communication, it was usually 'emails' or 'the website.'

Assignment Task B

Stronger candidates did very well in question **03**, producing well structured descriptions of the provisions the organisation had in place to ensure the safety of its customers and their possessions, from the time that they entered the car park, through their activity session, and back to their car. Weaker candidates tended to list safety and security provisions, often concentrating on car park security, and use of CCTV inside the building (organisation).

The majority of responses to question **04** came as a description of what was available for the category of customers the candidate had identified. Few candidates explained what their particular needs were, and how they were, or were not, being met by the organisation. When explaining what was on offer for the chosen customer group, candidates often sub divided the group and listed activities/facilities on offer to them. For example, for the chosen group 'families', candidates listed what was available for babies, young children, children under 16 and adults, thereby addressing the facilities on offer in the organisation in general, not the provision for the family 'group'. Too often the 'retired group' were described as old people, or customers with mobility problems. This demonstrated a lack of investigation and/or understanding of the needs of these customers.

In general, question **05** was answered appropriately, and candidates gained both marks. Where marks were dropped, candidates either made unrealistic proposals, or proposed something that already exists, and simply said, 'more of...'.

Assignment Task C

Question **06** was well answered by the more able candidates, who produced a structured response which covered the range of stages in an organisation's training programme including: induction, on-the-job training, specific job-related training, updating and where necessary remedial training. In all stages, candidates offered reasons why and how the training took place. Weaker candidates often started with the induction process, but then simply described the training needs for a particular group of workers e.g. life guards or gym assistants. Answers lacked structure, and gave little explanation why the training was needed or how it was undertaken.

Question **07** was poorly answered, mainly because candidates did not read the question carefully and address the need to discuss how the **organisation** might benefit from a customer making a face-to-face complaint during a visit to the facility. Reasonable answers identified the benefit of acting immediately to rectify the problem, and preventing the customer from going away unhappy and talking negatively about the organisation, but few went further. Weaker candidates tended to explain why it would be better dealing with a customer face-to-face as opposed to over the phone or by letter, but did not address the 'benefits to the organisation'. Weaker answers simply explained how an assistant might deal with a dissatisfied customer.

Assignment Task D

By producing developed lists of impacts affecting the leisure centre in question **08**, candidates reached the middle of Level 2. Good candidates began with the negative effect on the image of the centre, then went on to incorporate 'loss of: confidence, customers, loyalty, income, a competitive edge and the direct effects on the centre staff'. Well constructed responses accessed Level 3. Some candidates tried to develop a case for the centre to receive positive outcomes from the reporting, but with so much evidence stacked against the centre at this stage it was hard to justify.

To address question **09**, candidates had to explain what action the management should take to re-establish **customer confidence** in the centre. To reach the top level marks, candidates needed to explain how the organisation should investigate, establish cause, and propose actions to remedy mistakes. Having completed this part, details of how the management intend to make the public (their customers) aware of the changes/improvements needed to be addressed. Generally, this question was answered well.

Suggestions for teachers to prepare future candidates

1. A reminder to teaching staff that the specification requires candidates to study at least two leisure organisations for LS02.
2. 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.
3. All candidates should be encouraged to plan their answers and write as clearly as possible.

Mark Ranges and Award of Grades

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