



**General Certificate of Education (A-level) Applied  
June 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, with fewer scripts causing examiners difficulties in interpretation.

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

The practice of preparing a model answer in groups prior to the controlled session continues to result in very similar answers being produced. This approach doesn't allow candidates to achieve their full potential as some centres appear to have advised their candidates slightly incorrectly for some questions, resulting in weak answers being produced by the whole cohort.

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 the question has asked for.

## **Assignment Task A**

Candidates who failed to score high marks on question **01** neglected to describe why the methods of written communication were effective.

Responses to question **02** were generally good, with candidates making effective references to examples from organisations studied. Weaker candidates produced a more descriptive report on the appearance and body language displayed by staff working in a leisure organisation.

For question **03**, stronger candidates not only described a range of both technical, and interpersonal skills needed to effectively deliver good customer services, but also explained why the skills are so important. Many candidates simply described in various degrees of detail a list of skills a receptionist needs in his/her day to day work. Weaker responses identified a limited range of skills and personal 'qualities' receptionists may have.

## **Assignment Task B**

Question **04** was answered well by strong candidates, who used the information in the text effectively, and produced a concise report focusing on the 'staffing issues' facing the management in organising such a large and complicated event. These answers were well structured and demonstrated the students understanding of the range of staff required. In some cases, where centres had discussed, and prepared an agreed response to this question, they concentrated on a limited number of issues, not all of which were 'staffing issues.'

For question **05**, in general, where candidates had produced a good answer for question **04**, they followed it up with a description and justification of appropriate methods of evaluating the success of the event. Weaker candidates selected a range of methods used to evaluate the performance of organisations, and briefly described how they are carried out, with little reference to the actual event. In some cases it is evident from answers that candidates have not carefully read all the information given in the text, as their responses have been factually incorrect.

## **Assignment Task C**

For question **06**, once again, strong candidates used the information in the text, and their knowledge of dealing with dissatisfied customers to produce very good, detailed, two part responses to the question. Weaker candidates tended to briefly describe what actions the manager might take (some of which may not have been appropriate), then repeat this information in the email response to the

customer. In a few cases, candidates simply produced an email which described the manager's actions to the customer, which restricted the response to a level 1 mark.

Question **07** was generally answered well, as most candidates had had the opportunity to experience using a leisure organisation, and described how their immediate needs had been met. Some candidates however restricted their answers to how the needs of specific groups of customers were being met in general, and not 'as they entered the facility'. Other candidates focused mainly on safety and security needs of customers, therefore restricting access to the higher level marks. It may be suggested that candidates had prepared/gathered information on 'needs of specific groups', and 'safety and security provision for customers', topics which have appeared in previous papers, and tried to adapt it to this question.

### **Assignment Task D**

For question **08**, strong candidates focused on one organisation they studied, and described a range of measures they used to motivate their staff. Responses were well structured and detailed. Weaker candidates relied more on their theoretical understanding of how to motivate staff, and based their responses on payment, rewards, recognition and team building activities, with little reference to the organisation they had studied.

Question **09** gave the candidates the opportunity to use their knowledge and accumulated notes to discuss the commercial benefits which are gained by an organisation which meets and exceeds customer expectations by delivering excellent customer services. Relatively few candidates produced clear and detailed accounts of what the commercial benefits were to the organisations they had studied. In general, candidates noted some ways in which the organisations benefited, but responses were based on the generalisation that good customer service meant customers would come back and visit again.

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

1. Teachers need to ensure that all candidates fully understand what is required in the question, drawing their attention to the command words.
2. Make candidates aware of the weighting of each part of the tasks so that they may allocate the right amount of time to each element.
3. Candidates should be discouraged from just 'latching' onto key phrases in the question and writing 'all' they know around that phrase rather than concentrating on the focus of the question.
4. Read and discuss any support materials provided to ensure candidates understand how to use it effectively to respond to the question.

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

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

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