AQA

**General Certificate of Education**

# Leisure Studies 8641/8643/8646/8647/8649

## LS02 – A People Business

# Mark Scheme

*2010 examination – January Series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

### General Guidance for Assistant Examiners of AS Level Leisure Studies

**Quality of Written Communication**
As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

**Levels Marking – General Criteria**
The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

**Level 1  Basic:**
- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

**Level 2  Clear:**
- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

**Level 3  Detailed:**
- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

**NB:** A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

**Annotation of Scripts for Levels Marked Questions**

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the <u>opportunities</u> of an organisation after describing its <u>weaknesses</u> in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'NAQ' – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet.  Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner.  There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

**General Advice**

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 1 (a) (i) | For one leisure organisation that you have studied:<br>**Outline one maintenance procedure that is important for the delivery of successful costumer service at your chosen organisation.**<br><br>Point Mark<br>(1)Procedure identified in word – to maintain building/apparatus, machinery or cleaning.<br>(1)Outlined in basic manner. | 2 | AO1 |
| 1 (a) (ii) | **Explain how this maintenance procedure helps the delivery of successful customer service at your chosen organisation.**<br><br>**Notes for answers:**<br><br>Reference can be made to:<br>• Direct links between the maintenance procedure and the expectations of customers<br>• What could be lost if the procedure was not carried out<br>• Maintenance **anticipating** customer needs<br>• The organisation **allowing** for maintenance in order to ensure that high standards are maintained<br><br>**Level 1 – Basic**<br>At the lower end of the level the answer merely describes the procedure and its links to customer service are only really implied.<br>At the higher end of the level there are some basic references to customer expectations linked to the maintenance of the facility<br><br>**Level 2 – Clear**<br>Clear links are made between the maintenance of the facility and the meeting of customer expectations.<br>At the top of the level there is a detailed consideration of the links.<br>Allow credit for references to positive aspects of the links between the two and also to the damage that might occur to the facility's business and to the customers' experiences if these maintenance procedures are not carried out in a way that is both satisfactory and regular. | 1 – 4<br><br>5 – 8 | AO1<br>AO2 |

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| 1(b) | **Explain what actions should be taken to enable the staff to work together to deliver customer service more effectively, and get staff working together as a team.** | | AO1 AO2 AO3 AO4 |
|---|---|---|---|
| | **Notes for answer:** | | |
| | **Option 1:** | | |
| | • Investigation of the causes needed | | |
| | • Identification of the problems by management. | | |
| | • Separation of people, on a short term basis at least. | | |
| | • Informal talks with management | | |
| | • Additional training once issues have been identified | | |
| | • Clear identification of chains of command and responsibilities | | |
| | • Working together in practice and procedures. | | |
| | • Team building out of work , or in work | | |
| | • Quality circles to discuss issues | | |
| | • Regular appraisals built in to the structure | | |
| | • Structured training programme to avoid recurrence | | |
| | • If necessary, measures to be taken against staff, ranging from warnings, through transfers, to dismissal | | |
| | • Team awards | | |
| | **Option 2:** Components of successful team building activities | | |
| | • Selection | | |
| | • Induction | | |
| | • Training | | |
| | • Team building activity | | |
| | • Monitoring and appraisal | | |
| | **Level 1 – Basic** At least one relevant point is made about actions to be taken. However, the answer is basic and does not develop ideas in depth or detail. The answer, and the action suggested, lacks clarity and structure. There is no real idea of development. If only one component is identified remains Level 1. | **1 – 4** | |
| | **Level 2 – Clear** The answer is clear. Suggestions are realistic with some sense of a structured response being developed. There is clear reference to (1) either trying to understand and unravel the issues or to building a sensible response to the issues, or (2) the stages of effective team building procedures. | **5 – 8** | |
| | **Level 3 – Detailed** The answer is detailed. There is a clear logic to the approach that has been recommended, and it moves towards a practical solution. | **9 - 10** | |
| | **Total of question 1** | **20** | |

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 2 (a)(i) | The telephone is an important link between leisure organisations and their customer. **Describe the telephone skills needed to provide effective customer service** **Notes for answers:** The answer should contain references to personal skills not company procedures. For example: <br>• tone of voice <br>• mood expressed <br>• listening skills <br>• provision of appropriate information <br>• patience, empathy and understanding <br>• etc <br><br>**Point mark** Allow up to 4 x 1 marks for clear and relevant points from the list above. Allow up to 2 x 2 marks for points from the list that have been well elaborated and developed | **4 x 1** <br><br> **2 x 2** | **AO1** **AO2** |
| 2 (a)(ii) | **Assess how a telephone system such as that described in figure 1 could help to provide a solution to the issues raised in figure 2.** <br><br> **Notes for answer:** Conflicts of interest in Figure 2 include: <br>• people in the queue who see their service being interrupted by a 'new' phone call <br>• other people in the queue who get frustrated waiting <br>• callers who feel they are being completely ignored <br>• the receptionist who knows she cannot provide good service for all customers <br>• the organisation, which could lose customers and goodwill <br><br> Solutions in Figure 1 include: <br>• customers at the desk do not need to be interrupted or kept waiting for longer than necessary <br>• customer on the phone can wait, knowing that there is a system in place to answer her call eventually <br>• otherwise she can leave a message, with a promise of a call back <br>• receptionist knows that there is a call waiting, without having to break off from the job that she is doing, so less stress of a ringing phone <br>• telephone queuing | | **AO1** **AO2** **AO3** **AO4** |

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| | | | | |
|---|---|---|---|---|
| | | **Level 1 - Basic**<br>A basic answer. It mainly relies on lifting and describing points from the Figures, without structuring the answer or developing clear links between problems and solutions | **1 – 4** | |
| | | **Level 2 – Clear**<br>The answer is clear with at least one well developed link between a problem and a solution at the bottom end of the level.<br>With more than one link made the answer moves up through the level. Strength and clarity of links is as important as number of links though. Two links made very well can reach the top of the level, as can four clear links. | **5 – 8** | |
| | | **Level 3 – Detailed**<br>The answer is detailed, clear and logical. It gives an overview of the needs of the organisation and may relate to possibly preventing or solving problems at the organisation. In other words, it is clearly linked to vocational aspects of the course. | **9 - 10** | |
| **2(b)** | | **How can the dress and physical appearance of staff help to communicate a message about a leisure organisation to customers?**<br><br>**Notes for answer**:<br>Answers could include references to:<br>• being smart, neat and tidy conveys a message of efficiency and trust<br>• uniform helps all staff stand out<br>• level of seniority and specific function can be indicated<br>• assists develop brand image<br>• staff feel more confident and secure in uniform<br>• sports fitness image | | **AO1**<br>**AO2**<br>**AO3** |
| | | **Level 1 – Basic**<br>The answer is basic, At least one relevant point is made but the answer tends to concentrate on a narrow area without developing ideas beyond the obvious.<br>The answer may well concentrate on the individual employee and not on the organisation as a whole, or on the role of the uniform in assisting with the delivery of customer service. | **1 - 3** | |
| | | **Level 2 – Clear**<br>The answer is clear. A range of ideas is discussed, but at least one idea is developed to show a clear understanding of the links between appearance and the provision of customer service and the organisation as a whole.<br><br>At the top of the level a range of ideas is discussed clearly with goods links. | **4 - 6** | |
| | | **Total of question 2** | **20** | |

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 3 (a) | Name one leisure organisation that you have studied. **Outline the security and safety measures provided at your chosen leisure organisation. Explain how these measures meet customer needs and expectations.**<br><br>**Notes for answers:**<br>Answer could include references to:<br>• security from theft, including entrance supervision, general staff vigilance, lockers for possessions, car park monitoring etc<br>• security from violence, including entrance supervision again, staff vigilance and stewarding, policy towards drunkenness etc.<br>• security from dangers, including security of buildings and fittings (fire alarms and escape systems, hand rails on stairs, use of safety glass, maintenance of machinery) and supervision of activities<br>• safety measures and emergency procedures<br>• personal safety through CRB checking, data protection | | AO1<br>AO2<br>AO3 |
| | **Level 1 – Basic**<br>At least one relevant, basic point is made.<br>However, points are isolated and not developed to show an understanding of the way that security and safety provision affects the customer and meets customer needs and expectations.<br>There is little structure to the answer. The answer probably lacks balance.<br>If candidates only address **one** security or safety, remain in Level 1. | 1 -4 | |
| | **Level 2 – Clear**<br>Security and safety issues are outlined clearly and there are clear links to the needs and expectation of the customer.<br>At the bottom of the level one of theft/violence/danger should be dealt with clearly and in some detail. At the top of the level expect detailed coverage from the range.<br>Clear reference to aspects of security and safety and the way this impacts on the facility and its customers can also raise an answer through this level. | 5 - 8 | |

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| 3(b)(i) | **Outline the methods that your chosen organisation uses to provide information to its customers.** | | **AO1** |
| --- | --- | --- | --- |
| | **Notes for answers which could refer to:**<br>• leaflets, posters, handouts<br>• newspaper advertisements<br>• internet and e-mail<br>• telephone, either actively calling or providing answers to calls<br>• letters and circulars to members<br>• notice boards in the centre<br>• face to face communication<br>• and so on and on<br><br>Allow one mark for an unelaborated list, with no details of any of the methods<br><br>**Point mark** – allowing marks for each method of communication which is 'outlined' with some details of the nature or use of the method. | **4 x 1** | |

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| 3(b)(ii) | **Assess how well these methods of providing information meet the needs of both the customers and the organisation.** | | |
|---|---|---|---|
| | **Notes for answers**: | | AO1 |
| | Assessment of each method can refer to: | | AO2 |
| | • efficiency of reaching customers<br>• efficiency of conveying information<br>• quality and amount of information provided<br>• ease of access to information<br>• relevance of the time and place where it is provided… whether information is always available to be consulted rather than one-off<br>• efficiency at reaching new customers and leading to new sales<br>• the eye-catching appeal and attractiveness (or ear-catching)<br>• cost to the organisation and/or customer<br>• and so on and on | | AO3 |
| | **Level 1 – Basic**<br><br>At the bottom end of the level there will be more description of the methods and assessments that are purely descriptive with no supporting detail (e.g. "good", "attractive"). There is no clear link to the needs of the customer or to the needs of the organisation, just generalised comments.<br><br>At the top of the level there start to be links to customers and/or the organisation, but these links are still basic and mainly descriptive… or there is only one form of communication assessed in terms of customers and the organisation. | 1 – 4 | |
| | **Level 2 – Clear**<br><br>The answer makes clear links to the extent to which as least two forms of communication meets the needs of customers and the organisation.<br><br>At the bottom of the level the customer/organisation divide may be unbalanced, but both must be referred to.<br><br>As more methods of communication are assessed well the answer moves up through the level. An answer that has breadth and depth of types of communication can reach the top of the level. So can an answer that gives and overview of the efficiency of communication systems as a whole. | 5 - 8 | |
| | **Total of question 3** | **20** | |

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 4 (a) | **Sometimes a new member of staff at a leisure organisation cannot immediately provide for a customer with specific needs. Suggest how that staff member should respond to such a situation.**<br><br>**Notes for answers:**<br>The answer might include<br>• Seek assistance from someone more experienced<br>• Explain the situation to the customer<br>• Ensure that the customer is made of feel secure and cared for<br>• Apologise for the delay<br>• If the problem cannot be dealt with at the time ensure the customer that it will dealt with as soon as possible and set things in motion to do that<br>• Record details and pass these on to senior staff<br>• etc<br><br>**Point mark**<br>Allow 4 x 1 mark for clearly stated stages in the response.<br><br>Allow 2 marks for a stage that is clearly stated and elaborated upon.<br><br>Full marks can only be achieved if the answer has provided a full answer showing how a satisfactory outcome can be reached. | **4** | **AO1** |

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| | | | |
|---|---|---|---|
| **4(b)** | **Explain using one or more examples how staff in a leisure organisation can anticipate and head off potential customer complaints.** | | **AO1** **AO2** **AO3** |
| | **Notes for answer:** The answer should show how staff see a situation can see how it might possibly lead to a customer complaint and take action to stop the situation developing. The ways in which this is done could be based on: <ul><li>policies and procedures laid down by the organisation</li><li>good training</li><li>experience and common sense application of good customer service skills</li></ul> Examples can come from any type of facility and from any type of situation, but should be realistic and detailed enough for the reader to understand the situation. Relevant background about the facility and the staff member should be provided where necessary. | | |
| | **Level 1 – Basic** At least one basic, relevant point is made. However, the context may not be clear; the situation might be described but not explained; the action suggested might be partial and incomplete. | 1 - 3 | |
| | **Level 2 - Clear** A situation is described clearly and the specific procedures are described and explained. To reach the top of the level the answer must contain sufficient detail to show understanding of a range of procedures to assess situation(s), and follow them through to conclusion(s). | 4 - 6 | |

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

| 4 (c) | **Compare the methods used to evaluate standards of Customer Service in two Leisure organisations that you have studied.** | | AO3 AO4 |
|---|---|---|---|
| | **Notes for answers:** The two organisations might be of a similar type, say two sports clubs, or they might be very different, say a ten pin bowling and a museum. They might use very similar methods of evaluating standards or very different methods. Answers might concentrate on one method in each organisation or they might consider a range of methods. Comparisons might be drawn by discussing each organisation separately and then making comparisons or by comparing point by point throughout the answer. Each way ought to be capable of accessing the full range of marks available. There is no one set pattern that is expected. | | |
| | Methods of evaluation might include: | | |
| | • observation of procedures by senior staff | | |
| | • customer questionnaires | | |
| | • customer comment boxes | | |
| | • the use of mystery shoppers | | |
| | • etc | | |
| | Note that candidates are asked to compare methods used to evaluate customer service and not to evaluate customer service. Of course there may be some evaluative comparison of the service provided, and this might be worthy of some credit if it is used as a way of assessing the success of the evaluation methods used. However, an answer must not be marked down because of failure to evaluate and compare standards of service. | | |
| | **Level 1 - Basic** The methods are only outlined and may lack important details. Comparisons might rely mainly on juxtaposition of two descriptions and not compare clearly. Any comparisons are subjective with little or no evidence to support opinions. There is little or no understanding of the idea of evaluation. If only one organisation is covered the answer cannot reach beyond the top of Level 1. | **1 – 4** | |
| | **Level 2 - Clear** Both organisations' methods are described well and comparisons are made. At the top of the level there will be clear evidence in support of any opinions given in the comparison. The idea of evaluating the level of customer service is clearly understood and explained. | **5 - 8** | |
| | **Level 3 - Detailed** Both organisations' methods are described in detail and the comparisons between them are thorough, well-structured and relevant to an evaluation of customer service. Detailed evidence is provided to support the candidate's conclusions. | **9 - 10** | |
| | **Total of question 4** | **20** | |