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**General Certificate of Education
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Leisure Studies

LS02

8641/8643/8646/8647/8649

Unit 2 A People Business

Mark Scheme

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.

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General Guidance for Assistant Examiners of AS 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

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 opportunities of an organisation after describing its weaknesses 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.

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria
01	<p>Name one leisure organisations that you have studied.</p> <p>Outline two different customer service situations where customers and staff interact at your chosen leisure organisation.</p> <p>Point Mark : could be based on</p> <ul style="list-style-type: none"> • An inquiry a payment a complaint • Advice given after sales service • Actual product or service delivery • Guided tour answering the phone • Some form of administration procedure • Providing assistance or help <p><i>Any customer service situation that involves the same type of customer service issue will only count as one.</i></p>	2	AO1
02	<p>Explain how customer service skills can make a difference to the interactions in the two situations in 01.</p> <p>Answer guidelines: Customer service skills based on communication, verbal and non verbal, empathy, understanding, product knowledge, face to face improves the outcome Aids communication and understanding Enables customers expectations to be fulfilled Some aspect of customer service that is pertinent to the situation is developed. Difference based on how CS affects the customer, adds value to their experiences and how a specific skill has enabled a better outcome.</p> <p>Level 1 - Basic At this level the basic situation will be explained and the CS skills merely mentioned, at the upper level some aspect of CS skills must be detailed and shown its relevance in both cases.</p> <p>Level 2 - Clear Details are provided of how customer service skills are used and how they can make a difference to the outcome of the situation.</p> <p>Top of level 2 is a well balanced answer which addresses both situations.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1 AO2

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
04	<p>With reference to <u>one</u> leisure organisation that you have studied, describe the procedures in place to deal with <u>one</u> aspect of health and safety.</p> <p>Answer guideline: Recognise safety and health issues Legal obligations Staff responsibilities Checks, procedures – daily, weekly, monthly, annually. Induction and ongoing throughout the year Procedures involving equipment, facilities, people and activities. Training issues that provide staff with a full understanding of the organisations responsibilities and legal obligations as it affects their roles within their jobs. Requirements in hygiene and cleaning regime for provision of services.</p> <p>Point marked 4 x 1 for simple points 2 x 2 for developed points.</p>	1 – 4	AO1 AO2 AO3
05	<p>Explain how these procedures improve the delivery of customer service.</p> <p>Answer guidelines: Customers can expect to be provided with an environment that is safe and which does not provide threats to their health. If they do not feel safe and secure they will lose faith in the organisation and in the people delivering their services. References can be made to positive ways in which staff can provide a healthy and safe environment and to ways in which they can help avoid negative factors that threaten health and safety.</p> <p>Reference could be made to factors such as:</p> <ul style="list-style-type: none"> • Temperature – water – air conditioning • Toilets, washrooms, showers, kitchens equipment etc • Hygiene – cleaning – general duties – all meet the expectations of customers when using the organisations facilities and obtaining products and services. • Safety issues of provision of specific facilities, fixtures and fittings together with any specific equipment or guidelines including signage. <p>Level 1 - Basic A basic description of health and safety procedures. At the top end mentions how the procedures improve the delivery of CS.</p> <p>Level 2 - Clear Details of how the implementation of the safety procedures improve customer service delivered by the organisation.. At the top end of the level it makes reference to sustained customer confidence in the organisation’s care of their customers.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO3

<p>06</p>	<p>Evaluate the security measures at <u>one</u> leisure organisations that you have studied, and explain how they meet the needs of customers.</p> <p>Answer guidelines Changing rooms, cloak rooms, lockers Personal belongings Car parking Fencing, doors, gates, barriers, types of lock and alarms Administration – computerised with security features that protect records, data and fraud. Staffing – presence, intervention, awareness, response. Notices and signage</p> <p>Level 1 - Basic A general list of security measures at the organisation. There may be a basic description and an assumption that the security is obviously beneficial. At the upper end at least one point is developed with some basic link to customer needs..</p> <p>Level 2 - Clear Clearly develops some of the points from the ‘list’ to give a picture of the measures that are in place and how they meet the needs of the customer. To reach the top of the level the answer will include references to some of: security of person, property, finance and identity.</p> <p>Level 3 - Detailed Will give a sound understanding of the different aspects of security listed in Level 2. To reach the top of the level there needs to be some evaluation, including possible improvements to present measures.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO2 AO3 AO4</p>
	<p>Total of Task B</p>	<p>20</p>	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
07	<p>Explain how customer loyalty and repeat business are being developed at <u>one</u> leisure organisation that you have studied. Provide examples to illustrate your answer.</p> <p>Answer guidelines Loyalty effectively defined with an explanation of how it is achieved over time. Based on – Its quality, service, general delivery Influenced by – staff delivery in terms of verbal/non verbal, product knowledge, personal service etc. Built on – results, outcomes, satisfaction, meeting of specific needs, that include trust in the organisation to deliver each time. Relationships with staff in some cases where service is vitally important as in a restaurant or leisure complex. May make reference to rewarding customers for their loyalty, using discounts and/or bonuses.</p> <p>Level 1 - Basic Based on a general description of good customer services, resulting in customers repeating their visit and becoming loyal. An example will be offered of good customer service at the organisation studied.</p> <p>Level 2 - Clear A detailed approach in which there is a relationship between CS outcomes and how they are effective over time, building up a bond that is based on confirmed satisfaction and meeting customer needs. Examples used should fully illustrate the points being made at the higher end.</p> <p>Level 3 - Detailed At this level expect a detailed and well structured explanation of how loyalty is built up. There may be references to what can be done in future to further develop loyalty..</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
08	<p>Analyse how poor customer service can affect the public image of leisure organisations.</p> <p>Answers may refer to some of: Not meeting specific needs that affect customer satisfaction. Could include a wide range of issues such as facilities not being satisfactory, or equipment, products not meeting with expectations. Staffing issues over their interaction, and general issues that can involve hygiene, safety, security, health. Also the organisations failure in training staff properly and managing them effectively. Poor response to complaints or suggestions from customers How customers talk outside the organisation and portray the organisations image according to their feelings of how they are being dealt with. There could also be outcomes of poor CS which are made public through media outlets for various reasons which will have a considerable impact on the public image of any leisure organisation.</p> <p>Level 1 - Basic Basic description of how poor customer service can affect the organisation and result in it developing a poor public image. Image may be further tarnished by bad word of mouth.</p> <p>Level 2 - Clear There is a clear consideration of types of poor customer service affecting the organisation's image. Explanation of how examples of poor customer service experience, or of not meeting promised targets, have been spread through word of mouth or negative PR.</p> <p>Level 3 - Detailed Analysis shows how or why customer service is ineffective by reference to the criteria it fails to meet, such as:</p> <ul style="list-style-type: none"> • Not producing the goods • Poor staff interactions or experiences • Issues relating to health and safety. <p>The media can reinforce poor image through reporting concerns or failures or opinions.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1</p> <p>AO2</p>
	Total of Task C	20	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
09	<p>Provision for customers needs and expectations</p> <p>Assess the extent to which <u>one</u> leisure organisation that you have studied creates a positive first impression.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • A range of welcoming techniques to the facilities, • The approach, entrance and initial staff contact • Lighting, décor, sound effects, colour and general mood created by the building layout, cleanliness. • Staffing issues including how they look, the professionalism they show and the manner in which they react to the customer entering the building. • etc. <p>Assessing the extent will mean a collection of experiences that all contribute to the overall effect on the customer. Note that ‘first impressions’ can refer to a first contact in a part of the facility, not just in the reception or entrance area – so it might be first impression of the changing rooms or of the café area</p> <p>Level 1 - Basic This is dealt with superficially with a list of what staff can do and how the atmosphere can be enhanced through a range of effects. Little development of how and why they provide a positive atmosphere.</p> <p>Level 2 - Clear A clear attempt to link the welcome staff give to the effect it has on the customer. A clear assessment of ways in which the environment of the facility can impact on the customer to provide a positive atmosphere. Both need to be dealt with in order to reach the top of level 2.</p> <p>Level 3 - Detailed There is a detailed approach in which the interaction of several aspects of staffing and environment are discussed to show how they impact on the customer’s impression of the organisation.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>

<p>10</p>	<p>Explain how <u>one</u> leisure organisation that you have studied anticipates and meets the needs and expectations of its customers with disabilities.</p> <p>Answer guidelines: There are three basic areas of attention here, legal obligations required by the organisation, product and services specifically provided by the organisation for disabled, and how staff have interacted with disabled people. Legal – building layout, facility alterations, and special features required for disabled access, utilisation and equal opportunity. Product and services – types of activities and services surrounding them provided by different sectors of the Leisure Industry. Eg Sports centre.... Basketball, badminton, swimming. Museum....interactive displays or tours guides that are user friendly for disabled. Staff interaction – are proactive with regards disabled customers and aware of their specific needs either around the leisure environment, or whilst involved in any activity. Confident and capable in dealing with them due to training and specified procedures.</p> <p>Level 1 - Basic The answer is mainly a list of issues relating to the needs of customers with disabilities. Some basic solutions may be offered.</p> <p>Level 2 - Clear There are clear references to how the organisation has identified and anticipated the needs of disabled customers. At the top of the level a range of issues is dealt with clearly</p> <p>Level 3 - Detailed At this level the effectiveness of provision is fully detailed. There is detail on the needs of customers and of the outcomes including the way staff play a part in delivery of customer services for those with special needs. Examples need to given at this level to show the relationship between how the organisation anticipates the customer’s needs and expectations and the manner in which staff have engaged with its disabled customers.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3 AO4</p>
	<p>Total of Task D</p>	<p>20</p>	