



# General Certificate of Education

## Leisure Studies 8641

*LS02 A People Business*

# Mark Scheme

*2006 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 and A 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

**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.

## LS02 – A People Business

<b>Assignment Task 1: Providing for customer needs and expectations</b>		
<b>Expected Response – Task 1 Assessment Evidence Criteria – AO1, AO4</b>		<b>Mark Allocation</b>
<b>1(a)(i)</b>	<p><b>Name the organisation, and outline the main products and services which it offers to its customers.</b></p> <p>One mark for naming and making a list of the products and services offered by the organisation.</p> <p>To get two marks, some development beyond a list will be present.</p>	<b>2</b>
<b>1(a)(ii)</b>	<p><b>Describe ways in which your chosen organisation offers an appropriate welcome to customers.</b></p> <p><b>You should refer to:</b></p> <ul style="list-style-type: none"> <li>• <b>environment</b></li> <li>• <b>staff</b></li> <li>• <b>provision of information</b></li> </ul> <p><b>Level 1 – Basic</b> Weaker answers will describe the approach to the facility and note in general terms the physical environment in the welcome area. Reference will be made to the staff they encounter and the manner in which they are greeted. Methods of displaying information on notices, posters and leaflets will be noted.</p> <p>At the top end of this level answers will make reference to the layout of the welcome area, the information communicated and the appearance and greeting offered by staff. Details of all three bullet points are needed to gain 3 marks.</p> <p>Restrict to Level 1 if only two bullet points addressed.</p> <p><b>Level 2 – Clear</b> With reference to the organisation, candidates will describe the design and nature of the physical environment of the welcome area, the uniform, personal appearance and manner of the staff, and the quality of information displayed. Comments on the appropriateness of the welcome/value of the information communicated will be present at the top end of this level.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>

<p><b>1(b)</b></p>	<p><b>Describe how well the organisation that you chose in Task (a) meets the needs of <u>one</u> of the following types of customer:</b></p> <ul style="list-style-type: none"> <li>• young people ( under the age of 16 years)</li> <li>• retired people</li> <li>• family groups</li> <li>• customers whose first language is not English</li> <li>• customers with specific needs, such as those requiring wheelchair access, or those with sight/hearing impairments or learning difficulties.</li> </ul> <p><b>Level 1 – Basic</b> Answer is linked to the specific organisation but not closely. Points are verging on the general at the lower end of the level. Weaker answers will identify the customer type, and outline in general terms the needs and expectations of their visit to the organisation.</p> <p>At the top end of this level, points are becoming more clearly related to the organisation. Stronger answers will identify the customer type, and describe the specific needs and expectations of their visit to the organisation in some detail.</p> <p><b>Level 2 – Clear</b> Candidates will identify the specific needs of the customer type they have selected and clearly describe how closely the services offered met or exceeded them. Candidates will draw on examples of access, staff identification and contact, and quality of the product or services to evaluate how well the needs of the customer had been met.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>
<p><b>1(c)</b></p>	<p><b>Providing a safe and secure environment for the customer is a legal requirement for leisure organisations.</b></p> <p><b>For the organisation that you chose in Tasks (a) and (b), identify the safety and security measures in place and explain how they meet the needs of the organisation’s customers.</b></p> <p><b>Level 1 – Basic</b> A general survey of safety and security issues relating to the specific organisation, but not closely. At least one need is identified for each of safety and security. At the top end of this level, a basic attempt is made to explain how these needs are being met.</p> <p>If only one of safety/security is covered, limit to 4 marks max.</p> <p><b>Level 2 – Clear</b> Candidates will have identified a range of safety and security issues relating to customers’ experiences within the chosen organisation, covering both safety and security. Candidates will explain clearly what equipment and/or procedures are in place to ensure that customers’ safety and security needs are being met.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>

<b>Assignment Task 2: The importance of good customer service</b>	
<b>Expected Response – Task 2</b>	
<b>Assessment Evidence Criteria – AO1, AO2</b>	
	<b>Mark Allocation</b>
<p><b>2(a)</b></p> <p><b>Choose <u>one</u> leisure organisation that you have studied and describe the commercial benefits that good customer service provides for the organisation.</b></p> <p>Benefits are increased sales, more customers, better public image, edge over competitors, happier and more efficient staff, satisfied customers, loyalty, and repeat business.</p> <p><b>Level 1 – Basic</b>            Answers are likely to be general in nature, listing the benefits of good customer service for an organisation, not specifically to the chosen one.</p> <p>Towards the top of this level, answers will describe a few benefits to leisure organisations with some reference to the one chosen by the candidate.</p> <p><b>Level 2 – Clear</b>            Answers at this level will have identified and clearly described the range of benefits the organisation can expect from the delivery of good customer service.</p> <p>At the top end of this level, answers will make more in-depth reference to some of the benefits the chosen organisation may have achieved by offering a good level of customer service.</p> <p><b>Level 3 – Detailed</b>            Candidates will have produced a detailed answer on the benefits that may be achieved from the delivery of good customer service. Using evidence from their study they will comment on the effects the level of customer service being offered is having on the organisation. E.g. customers are in general happy with levels of customer service and are prepared to recommend the facility to others – evidenced by the continued increases in customer numbers.</p>	<p><b>1–3</b></p> <p><b>4–7</b></p> <p><b>8–10</b></p>

2(b)	<p><b>Dealing effectively with dissatisfied customers is an important part of the leisure industry.</b></p> <p><b>Consider the situation below.</b></p> <p><i>A customer arrives at a residential outdoor pursuits centre and goes to his allocated room. Opening the door, he finds that the room is completely unprepared. The bed has not been made, rubbish has not been taken out and the room has not been cleaned. The customer returns to the reception desk.</i></p> <p><b>As the receptionist of the outdoor pursuits centre, explain how you would deal with the situation. Suggest the benefits to the outdoor pursuits centre that may be achieved if the situation is handled positively.</b></p> <p><b>Level 1 – Basic</b> Candidates will use basic language to outline the stages they would go through as the receptionist, from first notification of a complaint to its conclusion. Candidates will note how the receptionist’s actions may have an effect on the organisation.</p> <p><b>Level 2 – Clear</b> Answers at this level will have considered the issues of the complaint in real terms and explain how they, as the receptionist, follow a recognised procedure to resolve the situation. A positive conclusion will be drawn to the situation and the benefits of dealing with the customer in this manner will be made clear. Candidates will identify the benefits which may be gained from positive handling of the complaint.</p> <p><b>Level 3 – Detailed</b> Candidates will give a detailed explanation of how the customer, as the focal point of the situation, is dealt with and how the issues of the complaint are addressed. A realistic conclusion will be drawn, and the benefits the organisation may achieve from the positive outcome will be explained in detail.</p>	<p><b>1–3</b></p> <p><b>4–7</b></p> <p><b>8–10</b></p>
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<b>Assignment Task 3: Methods of evaluating standards of customer service</b>	
<b>Expected Response – Task 3</b>	
<b>Assessment Evidence Criteria – AO1, AO2, AO4</b>	
	<b>Mark Allocation</b>
<b>3(a)(i)</b>	<p><b>Leisure organisations use a variety of methods and techniques to find out what customers think about the standards of customer service they receive.</b></p> <p><b>Describe how the organisation finds out how satisfied customers are with the standards of service they receive.</b></p> <p><b>Level 1 – Basic</b> At the lower end of this level, very general terms will be used to identify the method(s) of collecting information – surveys, feedback forms, observations, etc. with little evidence of how these techniques are used.</p> <p>At the upper end of the level, method(s) will be described in more depth.</p> <p><b>Level 2 – Clear</b> Answers at this level will be a clear description of the method(s) used, and differences in their style and application will be offered. Answers will include why the method(s) are appropriate for the organisation studied.</p> <p>The characteristics of an answer at the top end of this level will demonstrate a sound knowledge of method(s) used to collect information on the performance of the organisation. The description will give details of how, where and when the method(s) are being used by the organisation.</p>
	<b>1–3</b>
	<b>4–6</b>
<b>3(a)(ii)</b>	<p><b>Explain how the organisation may make changes in its customer service as a result of information collected from customer feedback.</b></p> <p><b>Level 1 – Basic</b> Candidates will give a basic explanation of changes that may occur within an organisation as a result of customer feedback, though specific reference to the chosen organisation may not be evident.</p> <p><b>Level 2 – Clear</b> At this level candidates will cite specific examples that clearly explain how the organisation may make changes to its customer service as a result of customer feedback. E.g. reports of long waiting times for service have resulted in the organisation making changes to its staff rosters to deal with daily peaks.</p>
	<b>1–3</b>
	<b>4–6</b>



<p><b>3(b)</b></p>	<p><b>Study the customer comment suggestion card, which is a document used by a leisure centre to obtain feedback from its customers.</b></p> <p><b>Evaluate the suitability of this customer comment suggestion card for the organisation that you have chosen for Task (a).</b></p> <p><b>Level 1 – Basic</b>  Answers at this level will describe the format of the card. An attempt will be made to evaluate the card, making observations on the structure and content of the comment card, and suggest the type of information being sought. Evaluation may be implicit at this level. The candidate will consider how the card may be used by the organisation.</p> <p>At the top end of this level, candidates will note any sections that would not be appropriate to the organisation they have studied, stating why.</p> <p><b>Level 2 – Clear</b>  Candidates at this level will produce a clear evaluation of the comment card, identifying sections which may or may not be used by the organisation. Strengths and weaknesses as a means of collecting customer comments may be highlighted.</p> <p>At the top end of this level, answers will make suggestions on how the card might be altered to make it more effective in collecting appropriate information for the organisation they have studied.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p>
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<b>Assignment Task 4: Staff and their communication with customers</b>	
<b>Expected Response – Task 4</b>	
<b>Assessment Evidence Criteria – AO3, AO4</b>	
	<b>Mark Allocation</b>
<b>4(a)</b>	<p><b>Using your research into one leisure organisation, evaluate how effective the organisation is in communicating information to its customers. Reference should be made to the organisation’s use of technology.</b></p> <p>If only mainly technology is addressed, limit to Level 2.</p> <p><b>Level 1 – Basic</b>            Answers at this level are likely to be a descriptive report of their research into an organisation with reference being made to staff methods of communicating with customers, but not the level of effectiveness.</p> <p>At the top end of this level, answers will demonstrate a good coverage of the various methods of communicating with customers and will make comments on positive and negative practices experienced or observed. (Verbal, non verbal, in writing, use of graphics, and use of technology.)</p> <p><b>Level 2 – Clear</b>            Answers at this level will be based on clear and well-constructed research, showing the range of different methods used to communicate to customers, and evaluating the effectiveness of each. Particular reference will be made to the use of technology. Answers may begin with ‘first impressions’ and detail the candidates’ experiences or observations of the organisation.</p> <p>At the top end of this level, candidates will refer to examples of both positive and negative experiences or observations to support their evaluation of effectiveness.</p> <p><b>Level 3 – Detailed</b>            Answers will demonstrate comprehensive research into communication methods and their importance to the leisure organisation studied. For each method of communicating, candidates will evaluate the effectiveness of practices within the organisation. Specific reference will be made to the use of technology in communicating to customers, with an evaluation of its effectiveness and value to the organisation. Evidence from research will be offered to support claims of effectiveness.</p>
	<b>1–3</b>
	<b>4–7</b>
	<b>8–10</b>

<p><b>4(b)</b></p>	<p><b>Using your research findings and knowledge of <u>one other</u> leisure organisation, compare how the two organisations use technology to communicate information to their customers. Suggest any improvements that could be made.</b></p> <p><b>Level 1 – Basic</b> General in nature will identify limited use of technology used, and make a basic comparison of the two organisations. Improvements may be suggested, but basic in nature.</p> <p>No improvements, limit to level 1.</p> <p><b>Level 2 – Clear</b> Answers will reflect the candidate’s good research of communication methods used in the leisure industry, and provide evidence that the candidate has undertaken a comparison of at least two organisations within the industry. Answers at this level will reflect the candidate’s good research of technology used in communication in the two organisations studied. A comparison will be included suggesting how one or both organisations might improve.</p> <p><b>Level 3 – Detailed</b> At this level, candidates will present a well-constructed and detailed comparison on their research of two organisations, suggesting feasible ways of improving communication with their customers. Candidates will demonstrate a good understanding of how appropriate technology might be used to improve communications in the organisations studied and justify suggested improvements.</p>	<p><b>1–3</b></p> <p><b>4–7</b></p> <p><b>8–10</b></p>
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### Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1	18			2
2	4	16		
3	8	4		8
4			16	4

### Weightings of Assessment Objectives

AO1	30
AO2	20
AO3	16
AO4	14
Total	80