



General Certificate of Education

Leisure Studies

LS02 A People Business

Mark Scheme

2006 examination – June 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.

1(c)	<p>Evaluate the success of the technology used by the organisation to provide customers with:</p> <ul style="list-style-type: none">• information and advice• help and assistance. <p>Level 1 – Basic Candidates will identify the technology used by the organisation to supply information and advice, or offer help and assistance, listing them at the lower end rather than making an evaluation of their effectiveness. Answers may include electronic signage and computerised reception to take money, produce tickets and confirm bookings to prevent delays on arrival, the use of the internet etc. At the upper end of this level, candidates will make implicit evaluation of the success of the technology used, e.g. a list of strengths and weaknesses can reach the top of level 1.</p> <p>Level 2 – Clear Candidates will identify the various forms of technology used by the organisation to relay appropriate information and advice, help and assistance to its customers and will offer a clear evaluation of how effective it is. Candidate may offer suggestions of how other forms of technology could be used to improve the service offered.</p>	<p>1–4</p> <p>5–8</p>
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Assignment Task 2: The development of customer service skills and their application	
Expected Response – Task 2	
Assessment Evidence Criteria – A01, A02	
	Mark Allocation
2(a)	<p>Explain how an organisation can benefit from a situation in which a customer makes a complaint.</p> <p>Level 1 – Basic Candidates will suggest basic reasons to explain how complaints can be used to the advantage of the organisation. E.g. if a customer is pleased with the way they have been treated they might let other people know how the organisation has looked after them. Similarly, looking after customers who complain might prevent them from telling others of their poor service.</p> <p>Level 2 – Clear Candidates will clearly explain how organisations can use complaints to their advantage by seeing the customer leaves happy, building up a relationship with them and therefore retaining them as valued customers. This prevents them from telling other people of their poor treatment, and alerts the organisation to the need to review their operations and, if necessary, change practices to avoid a similar complaint occurring. Candidates may expand on the benefits to the organisation to include repeat business, improved image, new customers, staff gaining experience in dealing with complaints and so improving, etc</p>
	1–3
	4–5

<p>2(b)</p>	<p>Study Figure 1, which is a letter from a dissatisfied customer to the manager of the UTM Cinema in Billing.</p> <p>Explain how the manager of the cinema might deal with the complaints identified in the letter.</p> <p>You should include:</p> <ul style="list-style-type: none"> • the response to the customer • the action taken within the organisation. <p>Level 1 – Basic Candidates will make general comments on the content of the letter, identify a complaint, and briefly explain how the cinema management might investigate the incident and respond to the customer. Candidates may suggest changes or action that might be made by the management to reduce the possibility of it happening again. A basic mention of compensation may be offered.</p> <p>Level 2 – Clear Candidates at this level will clearly identify the nature of the complaints made by the customer and explain the process of investigation the management would/or have followed to resolve the situation. Candidates may suggest changes that might be implemented by the management to reduce the possibility of this situation reoccurring and explain how they would respond to the customer. For example, if the management felt the customer had reason to complain, the candidate may suggest a form of compensation to the customer.</p> <p>Level 3 – Detailed At this level candidates demonstrate their in depth examination of the letter, identify the three areas of complaint and explain in detail how the management would investigate it. Candidates will offer details of how the management could implement action to prevent a similar incident from occurring either by a change in procedures or additional staff training. In response to the customer, any form of compensation offered will be realistic and reflect the management’s acceptance or otherwise of responsibility.</p>	<p>1–4</p> <p>5–7</p> <p>8–10</p>
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2(c)	<p>Describe how <u>one</u> organisation that you have studied tries to anticipate and head off complaints.</p> <p>Level 1 – Basic At this level, candidates will describe, in general terms, some of the ways their chosen organisation tries to anticipate or head off complaints. This includes how to prepare and/or check the facility prior to customer use, how to present themselves correctly, how to deal with customers in a range of situations and in product and/or service knowledge. Reference may be made to the organisation’s use of customer comment/feedback to identify possible areas of concern in customer service delivery. Limit to level 1 if restricted to finding customer opinions using mystery shopper methods.</p> <p>Level 2 – Clear At this level candidates will refer specifically to an organisation they have studied, and describe how staff members are trained to anticipate and meet the needs of their customers. Candidates may offer evidence of the organisation using customer feedback to head off possible complaints, e.g. mystery shoppers, focus groups, QUEST, self evaluation, etc.</p>	<p>1–3</p> <p>4–5</p>
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Assignment Task 3: Methods used to evaluate standards of customer service	
For <u>one</u> leisure organisation that you have studied:	
Expected Response – Task 3	Mark Allocation
Assessment Evidence Criteria – A01, A03, A04	
3(a)	<p>Produce a checklist of the key criteria to be used by a ‘mystery shopper’ as a means of evaluating the standards of customer service which the organisation is delivering.</p> <p>Justify your choice of key criteria.</p> <p>If criteria have been identified but not in a check list format, limit to level 2.</p> <p>Level 1 – Basic Candidates at this level will produce a checklist using basic headings. A limited attempt will be made to explain how they could be used as a means of evaluating standards.</p> <p>Level 2 – Clear Candidates will produce a practical, workable checklist with a good range of criteria to be measured. Observations will be recorded numerically or as a descriptive rating, backed up with comments. A completed checklist in this form would enable the ‘mystery shopper’ to produce an accurate record of the standard of customer service offered by an organisation. Candidates will offer some justification for the category of criteria used.</p> <p>Level 3 – Detailed Candidates will produce a detailed set of criteria, which may be in the form of a working document. The reasons for using the criteria will be fully justified. The checklist will indicate that standards of service may be evaluated by using a rating scale such as a-e or marked out of 10, and be reinforced by a comment. The form, once completed, would give a critical picture of the standard of service offered by an organisation when visited by a ‘mystery shopper’ using this document.</p>
	<p>1–4</p> <p>5–7</p> <p>8–10</p>

<p>3(b)</p>	<p>Make recommendations on how to maintain and, where necessary, improve the standards of customer service presently being offered by your chosen organisation, with reference to the key criteria on your checklist.</p> <p>No specific reference to criteria, limit to level 1.</p> <p>Level 1 – Basic Candidates at this level will make general observations on the standard of service being offered by the organisation chosen. Recommendations will be limited in their scope.</p> <p>Level 2 – Clear Answers clearly identify the standards of service being delivered at the organisation, and highlights areas for celebration and/or concern. Candidates will assess the organisation’s delivery of customer service against the criteria, and where appropriate, make some clear recommendations on how to improve.</p> <p>Level 3 – Detailed Candidates will present a detailed, structured account on the performance of the chosen organisation using the criteria set out on the checklist. Stronger candidates will identify strengths and weaknesses in present levels of service, and make appropriate and realistic recommendations on how the organisation might implement change to improve the standards of service being offered.</p>	<p>1–4</p> <p>5–7</p> <p>8–10</p>
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Assignment Task 4: The significance of product knowledge in providing customer service	
Expected Response – Task 4	
Assessment Evidence Criteria – A01, A02, A03	
	Mark Allocation
4(a)	<p>With reference to your research into <u>one or more</u> leisure organisations, analyse:</p> <ul style="list-style-type: none"> • the need for new staff to undergo induction training about the products and services which an organisation offers • the benefit to an organisation of on-going training for existing staff. <p>Level 1 – Basic Candidates will analyse in basic terms why they think staff should go through an induction programme before they start work. Answers should refer to their research in a general way, making reference to some of the fundamental routines and procedures staff should be aware of in the workplace, and the need to have knowledge of the services or products the organisation offers. Candidates will note the more obvious benefits to the organisation in relation to their objectives, e.g. increased profits or take up of services.</p> <p>Level 2 – Clear Answers at this level will highlight the importance of an induction programme to prepare staff for working in the organisation. A clear analysis of what is expected of new staff in respect of codes of personal presentation and conduct may be offered. Candidates' answers will show clear reference to their research. The training of staff to inform and keep them updated in product/service knowledge and procedures for dealing with customers will be identified as important. Benefits of ongoing training may include well motivated staff, maintaining a good level of product knowledge and therefore offering good customer service, e.g. matching the right product to the customer to make a sale.</p> <p>Level 3 – Detailed Candidates at this level will give a detailed analysis of the reasons why staff should undergo induction training, which is firmly based on their research. Candidates will include the type of issues that might be covered including product knowledge, personal presentation and organisational procedures for dealing with customers in a range of situations. The need to have current knowledge will be stressed, and addressed through ongoing training. The direct benefits to the organisation will be analysed in terms of increased sales, take up rates, customer satisfaction and loyalty. The benefits to the organisation of developing a well informed, trained, motivated and happy staff will also be referenced.</p>
	1–4
	5–8
	9–12

<p>4(b)</p>	<p>Explain how a trained member of staff in <u>one</u> leisure organisation that you have studied can use selling skills when providing services to customers.</p> <p>Make reference to the contribution which technology can make in the sales situation.</p> <p>Level 1 – Basic Candidates will provide a basic explanation of a sales situation using basic language, making some reference to the skills and process adopted by the member of staff. Reference to technology will be limited, identifying general technology found in an office, e.g. computer, fax, telephone, with little or no explanation of how this technology is used.</p> <p>Level 2 – Clear At this level candidates will explain how the employee follows a sales techniques process from meeting to after sale care. Candidates may follow a staged sales procedure. It may include raising customer awareness through to establishing rapport, investigating needs, presenting the product, closing the deal and finally aftercare may be used as the model. Clear reference is made to technological aids used in the sales process such as videos, displays, computers, phones and faxes.</p> <p>Level 3 – Detailed Candidates at this level will provide a detailed explanation of the process from initial meeting to after sales arrangements. Answers will examine the techniques used and explain the purpose of each stage. Candidates will refer to the range of technology that was used and explain its function in the overall sales process.</p>	<p>1–3</p> <p>4–6</p> <p>7–8</p>
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Assessment Grid

Task	Assessment Objective			
	AO1	AO2	AO3	AO4
1	14			6
2	10	10		
3		10	3	7
4	6	2	12	

Weightings of Assessment Objectives

AO1	30
AO2	22
AO3	15
AO4	13
Total	80