



## **General Certificate of Education**

# **Leisure Studies**

## **8641/8643/8646/8649**

**LS02          A People Business**

# **Mark Scheme**

*2007 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.

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## 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

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**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.

<b>Assignment Task 1: Key principles of successful customer service</b>		
<b>Question</b>	<b>Expected Response – Task 1 Assessment Evidence Criteria – AO1, AO2, AO3</b>	<b>Mark Allocation</b>
<b>1(a)</b>	<p><b>With reference to any one leisure organisation that you have studied, describe its location and give an outline of the products and services that it offers.</b></p> <p>To achieve both marks for this question, candidates must cover all three elements requested, i.e. the organisation's:</p> <ul style="list-style-type: none"> <li>• location</li> <li>• products</li> <li>• services.</li> </ul>	<b>2</b>
<b>1(b)</b>	<p><b>Describe the contribution made by design planning to the quality of customer service provided. Your answer should include references to the following factors:</b></p> <ul style="list-style-type: none"> <li>• <b>the quality of access provided for customers</b></li> <li>• <b>signs</b></li> <li>• <b>lighting</b></li> <li>• <b>ambience.</b></li> </ul> <p><b>Level 1 – Basic</b> Candidates may describe the facility being studied, and make limited comments on the first impressions that greet customers. Little reference will be made to the contributions of the design of the facility or the quality of access, signs, lighting and ambience on the quality of service offered.</p> <p><b>Level 2 – Clear</b> At this level, candidates will attempt to consider the design of the facility in an attempt to meet the customers' initial needs to provide ease of access and a positive first impression of the facility. Candidates will offer clear observations of the quality of the elements examined.</p> <p><b>Level 3 – Detailed</b> Candidates will make a detailed description of the facility's design, referring to how quality access, signs, lighting and ambience has contributed to the quality of service provided.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-10</b></p>

Question	Expected Response	Mark Allocation
1(c)	<p><b>Make reasoned recommendations on how the factors described in (b) might be developed to improve the quality of customer service. Reference should be made to the use of technology where appropriate.</b></p> <p>If the candidate considers they cannot offer recommendations to improve the quality of the customer services in the organisation they have studied, they may say so, but must justify it.</p> <p><b>Level 1 – Basic</b> Candidates may suggest changes to implement improvements which may not be realistic, (complete rebuild, move to new location, etc.) or changes suggested may be of a very basic/obvious nature e.g. 'Make the entrance wider, put new signs up and paint it in a bright colour'. Little reasoning will be offered for the recommended changes. Little or no mention will be made to the possible use of technology.</p> <p><b>Level 2 – Clear</b> Answers at this level will demonstrate a good understanding of facility design, and candidates will offer realistic suggestions how the organisation might make changes to improve the quality of the four key elements being addressed. Any suggestions on how technology might be used will demonstrate the candidate's sound understanding of how customer needs are being addressed by the organisation.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p>

<b>Assignment Task 2: Staff and their communication with customers</b>		
<b>Question</b>	<b>Expected Response – Task 2 Assessment Evidence Criteria – AO1, AO2, AO3, AO4</b>	<b>Mark Allocation</b>
<b>2(a)</b>	<p><b>Using your research into any one leisure organisation, explain the importance of staff communication with the organisation’s customers. Make reference to verbal and non-verbal communication.</b></p> <p><b>Level 1 – Basic</b> Candidates will identify the various methods of either verbal (speaking, listening, face to face, phone, other written communications) and/or non-verbal (body language and personal presentation and visual or non-spoken e.g. posters/email) communication. Little mention will be made to explain why good communication is important.</p> <p><b>Level 2 – Clear</b> Candidates will give a detailed account of the methods of communication used by the staff, and will draw on a range of examples of communication methods/situations witnessed during their investigation. At this level, candidates will explain clearly why it is important to maintain good communication with customers. Candidates cannot reach the top of the level without referring to both verbal and non-verbal.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>
<b>2(b)</b>	<p><b>Describe the present use made of technology to communicate information to the organisation’s customers.</b></p> <p><b>Level 1 – Basic</b> Candidates will briefly describe methods of technology used to communicate information to customers. (To customers away from the facility – internet, e mail, fax, phones, text, etc. To customers at the facility – PA systems, digital display boards, TV monitors, etc.)</p> <p><b>Level 2 – Clear</b> Candidates will give a clear description of the range of technology used by the facility to communicate information to its customers.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>

Question	Expected Response	Mark Allocation
2(c)	<p><b>Comment on the effectiveness of these forms of communication with the organisation’s customers.</b></p> <p><b>Level 1 – Basic</b> Candidates will refer to some methods of communication used by the organisation, but will make only basic observations on their effectiveness. Candidate will make little or no reference to examples witnessed during their research.</p> <p><b>Level 2 – Clear</b> Candidates will refer to a range of methods used by the leisure organisation to communicate to its customers, and comment on their effectiveness for the purpose used. To support claims of effectiveness, candidates may compare technical methods with alternative forms of communicating information.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p>



<b>Assignment Task 3: Methods used to evaluate standards of customer service</b>		
<b>Question</b>	<b>Expected response – Task 3 Assessment Evidence Criteria – AO1, AO2, AO3, AO4</b>	<b>Mark Allocation</b>
<b>3(a)</b>	<p><b>Leisure organisations use a range of methods and techniques to find out whether customers are satisfied with the standard of customer service that they receive.</b></p> <p><b>For any one leisure organisation that you have studied, describe two methods used to evaluate standards of customer service. Explain how effective the methods are in collecting the required information.</b></p> <p><b>Level 1 – Basic</b> Candidates will give a brief description of two methods of assessing levels of customer satisfaction. Informal feedback, surveys (both personal and telephone questioning), suggestion boxes, focus groups, mystery shoppers and observations. Reference may be made to appropriateness of methods, but little reasoning will be offered as to whether they have or have not been effective.</p> <p><b>Level 2 – Clear</b> Candidates will produce a clear description of two appropriate methods used, explaining why they are appropriate, and why they were effective in collecting the information needed to evaluate standards of customer service.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p>

Question	Expected Response	Mark Allocation
3(b)	<p><b>As the manager of the Bright Green Fitness Centre, suggest the actions that you would take in response to the data. Justify your suggestions.</b></p> <p><b>Level 1 – Basic</b> Candidates will make general comments on the data, pointing out the ‘good’ and ‘poor’ features without offering realistic action a manager may take.</p> <p><b>Level 2 – Clear</b> At this level, candidates will analyse the contents of the table, offer observations on the data given and the possible reasons behind them. The proposed action the manager may take will be plausible but limited in its scope.</p> <p><b>Level 3 – Detailed</b> Candidates will demonstrate that they have studied all the data carefully, and identified areas of weakness and strength offering reasons for them. The proposed action the manager may take will have resulted from a combination of a full analysis of the data combined with the candidate’s knowledge of leisure management. Reasons why the management actions should be effective would be in detail. To reach the top of level 3, reference will be made to the competitor – Redwood – and to all data.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p> <p><b>9–12</b></p>

<b>Assignment Task 4: Development of customer service skills and their application</b>		
<b>Question</b>	<b>Expected Response – Task 3 Assessment Evidence Criteria – AO1, AO2, AO3, AO4</b>	<b>Mark Allocation</b>
<b>4(a)</b>	<p><b>Describe how the receptionist at a leisure centre should deal with each of the following situations. Your answer should include reasons why the suggested course of action would be taken.</b></p> <p>To reach level 3, candidates must answer all three parts to the question, and demonstrate understanding of how differing situations require more complex approaches to addressing the issue.</p> <p><b>Level 1 – Basic</b> Candidates will give a brief and basic solution to the situation, and will lack reasoning for the suggested action.</p> <p><b>Level 2 – Clear</b> Candidates will offer clear responses to at least two of the situations, describing appropriate action which may be taken by the receptionist, and give reasons why that course of action should be taken.</p> <p><b>Level 3 – Detailed</b> Candidates will address all situations in detail and justify why suggested actions should be taken. Reference may be made to the organisation's procedures when considering solutions to the customer's complaint/demands.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-10</b></p>

Question	Expected Response	Mark Allocation
4(b)	<p><b>For two leisure organisations you have studied, compare how effective they are in meeting the needs and expectations of customers with specific needs, such as those requiring wheelchair access, or those with sight/hearing impairments or learning difficulties.</b></p> <p><b>Level 1 – Basic</b> Candidates will give a brief outline of how each organisation deals with some of the customers in the ‘specific needs’ category, but make little or no attempt to compare provision in the two organisations.</p> <p><b>Level 2 – Clear</b> Candidates will identify groups of customers from the ‘specific needs’ category and produce a clear comparison of how effective each organisation attempts to meet and exceed their needs.</p> <p><b>Level 3 – Detailed</b> Candidates will select a range of examples from the ‘specific needs’ category, and produce a detailed comparison on how each organisation tries to meet and or exceed their needs. Credit will be given to the degree of detail in the comparison rather than the range of customers with specific needs identified/studied.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p> <p><b>9–10</b></p>

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**Assessment Grid**

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	2			
1(b)	8		2	
1(c)	2	4	2	
2(a)	4		2	
2(b)	4		2	
2(c)	1	2	2	3
3(a)	3	2	1	2
3(b)		6	2	4
4(a)	3	7		
4(b)	3		3	4

**Weightings of Assessment Objectives**

<b>AO1</b>	30
<b>AO2</b>	21
<b>AO3</b>	16
<b>AO4</b>	13
<b>Total</b>	<b>80</b>