



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS02 A People Business

Mark Scheme

2007 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.

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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

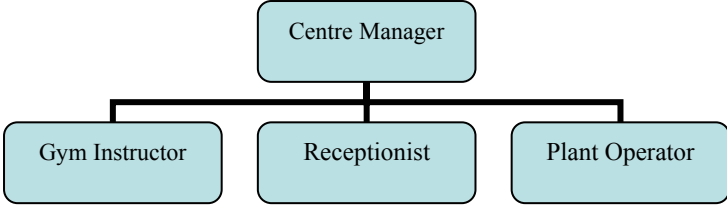
NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>For one mark candidates will draw a diagram of the staffing structure of the organisation studied which will show a range of job titles of employees (no diagram = no marks)</p> <p>Two marks the diagram will show levels of responsibility (at least 2).</p>  <pre> graph TD CM[Centre Manager] --- GI[Gym Instructor] CM --- R[Receptionist] CM --- PO[Plant Operator] </pre>	2 marks	AO1
1(b)	<p>Candidates will select two suitable job titles and give a brief outline of their roles and responsibilities.</p> <p>Level 1 - Basic An attempt to address the bullet points will be made, but generally superficial. *If candidates only refer to one member of the staff, remain on Level 1.</p> <p>Level 2 - Clear At this level, candidates will show a clear understanding of the job roles, responsibilities and qualities required for each job, and the expected qualities to undertake the roles in delivering customer service effectively. (Must be applied to customer service to reach Level 2.)</p>	<p>1-4 marks</p> <p>5-8 marks</p>	AO2

<p>1(c)</p>	<p>Level 1 - Basic At this level, candidates will describe/explain in basic terms that training will be given to employees, and that the recognised procedures should be followed when dealing with customers.</p> <p>Level 2 - Clear Candidates at this level will clearly explain the need for all employees to undertake an induction into the organisation, identifying working procedures, policies for dealing with customers and an understanding of the range of products and services on offer. Answers at the upper end of this level will refer to the need for continual / ongoing training for all staff.</p> <p>Level 3 - Detailed Candidates at this level will explain in detail the need for a complete programme of training from initial assessment, induction, ongoing training and staff appraisals to monitor training needs.</p>	<p>1-4 marks</p> <p>5-8 marks</p> <p>9-10 marks</p>	<p>AO3</p>
<p>Total</p>		<p>20</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Level 1 - Basic At this level, candidates may only list types of information or not cover a range. Reference may be made to staff as a resource readily available, which could include knowledge of opening times, products/services available or directions. The list of sources may include signs, posters, leaflets, timetables, menus, programmes, the web, email, telephone enquiries.</p> <p>Level 2 - Clear Candidates will offer a clear explanation of the range of information on the organisation and where it may be found.</p>	<p>1-3 marks</p> <p>4-6 marks</p>	<p>AO1 AO3</p>
2(b)	<p>Level 1 - Basic Candidates will try to explain their understanding of the terms in relation to leisure situations.</p> <p>Level 2 - Clear Candidates will offer clear explanation of the terms and using suitable situations will demonstrate why it is so important to apply them when dealing with customers in leisure situations. Upper level for appropriate examples.</p>	<p>1-3 marks</p> <p>4-6 marks</p>	<p>AO1 AO2</p>
2(c)	<p>This question could be answered in a number of ways eg theoretically / related to a particular destination / as a role play / with reference to a particular customer etc.</p> <p>Level 1 - Basic Candidates at this level will offer an 'answer' which meets the needs of the customer. Suggestions of places to visit may be appropriate, but will lack detail or justification for the choice. References to basic source of information may be made. At this level, the source may be general, e g leaflets, internet.</p> <p>Level 2 – Clear Candidates will offer a reasoned response to the requests by the guest suggesting a suitable program for the day, and offering all the information needed. Justification for the choice of program will be made.</p> <p>Reference will be made to all appropriate sources of information used and these will be specific.</p>	<p>1-4 marks</p> <p>5-8 marks</p>	<p>AO1 AO2</p>
Total		20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Level 1 - Basic Candidates will refer to the contents of the report and will briefly explain how the organisation will lose business due to the bad press. The answer will identify some of the general effects of poor customer service on the organisation.</p> <p>Level 2 - Clear At this level, candidates will identify the important issues raised – poor staffing levels and generally poor standards of customer service. The answer will note how the delivery of poor customer services may have effects on the organisation and on its staff.</p> <p>Level 3 - Detailed Candidates will review the content of the report thoroughly and identify the main issues that affect the standards of customer service being delivered by the organisation.</p> <p>Answers will evaluate how delivery of poor customer services will affect the centre. (eg. poor public image, less customers, decreased sales, loss of competitive edge, dissatisfied customers, lack of customer loyalty, lack of repeat business and an unhappy workforce).</p>	<p>1-4 marks</p> <p>5-8 marks</p> <p>9-10 marks</p>	<p>AO1 AO4</p>

<p>3(b)</p>	<p>Level 1 - Basic Candidates may suggest the management address the obvious faults identified in the report. More staff, better training and safety notices.</p> <p>Level 2 - Clear It may be suggested that an investigation take place into the cause of the incident, and that the management take on board the outcomes and implement changes to rectify the problems.</p> <p>Action considered may include; Closer monitoring of customer numbers. Increased staffing, improved training. New and clearer safety notices. Changes in management duties to supervise more closely. Introduction of promotions or PR releases to bring back customers.</p> <p>Level 3 - Detailed At this level, candidates will incorporate the requirements of Level 2, but will then offer suggestions how the organisation will effectively inform customers of changes/improvements in order to regain their custom and confidence, eg. Open Days with a PR article in response to the one already written. To access the top of Level 3 candidates should make reference to an investigation.</p>	<p>1-4 marks</p> <p>5-8 marks</p> <p>9-10 marks</p>	<p>AO1 AO2 AO4</p>
<p>Total</p>		<p>20</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Level 1 - Basic Candidates will offer general examples of technology being used to communicate to customers, such as PA systems, digital notice boards and email. To assist staff with the delivery of customer services, candidates at this level may refer to the 'use of computers' without explaining their functions or software. Description with no comparison of two organisations remains in Level 1.</p> <p>Level 2 - Clear Candidates at this level will offer a range of examples from their studies, identifying how the technology is being used to communicate, and deliver their services. The use of computers will be identified, along with the task they are capable of doing eg keeping records, stock control, bookings, ticketing, customer and staff information, and training programmes. To reach top of Level 2 clear comparison of organisations will be made.</p> <p>Level 3 - Detailed All 3 bullet points to be addressed to enter Level 3. At this level, candidates will produce detailed information on the whole range of technology used by the organisations studied to communicate with customers. Details of technical and mechanical equipment and how they are used to deliver their services will be included. The functions covered by their computer systems will be explained in detail.</p>	<p>1-4 marks</p> <p>5-8 marks</p> <p>9-12 marks</p>	<p>AO1 AO3</p>
4(b)	<p>Level 1 - Basic Candidates will suggest the introduction of technology to perform routine tasks or suggest technology inappropriate to the organisation – possibly on the grounds of expense – without explaining how it may improve delivery of customer services.</p> <p>Level 2 - Clear Candidates will use their research to identify areas where the appropriate introduction of technology will have a beneficial effect on the organisation. Explanation of possible effects / improvements will be realistic.</p>	<p>1-4 marks</p> <p>5-8 marks</p>	<p>AO1 AO3 AO4</p>
Total		20	