



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS02 A People Business

Mark Scheme

2009 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

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>With reference to one named leisure organisation that you have studied.</p> <p>Outline two safety checks that should be carried out at your chosen organisation before it is opened to the public each day.</p> <p>Safety checks could be based on :</p> <p>Building related - floors, stairs, lighting, exits and entrance</p> <p>Equipment related – machinery used by public, bats, goals,</p> <p>Facilities – pool, sauna, football pitch, seating area,</p> <p>A point is given for each of the two safety checks outlined from the above list as a guide. A second point can be awarded for a clear development or elaboration of one of the checks.</p>	2 x 2 = 4	<p>AO1 AO2 AO3</p>
1(b)	<p>Describe the security procedures that are in place to meet the needs of the customers.</p> <p>Notes on answers could be based on the following areas:</p> <p>Customer transactions – proof of ID, debit/credit cards, computerised security procedures and data recording.</p> <p>CCTV – to monitor and assess security</p> <p>Accessibility involving entrance/exits</p> <p>Lighting and signage – dangerkeep out</p> <p>Visible security – uniformed staff in place to advise, deter, and assist.</p> <p>Needs of customers – to feel secure based on organisation’s provisions in this area in terms of potential harm and danger.</p> <p>Level 1 - Basic Simple security points made but little attempt is made to show how they are relevant to the customers.</p> <p>Level 2 - Clear A clear answer showing how a range of security procedures is in place for the customers. Marks can only be awarded at this level for answers that are clearly about security procedures based on security provision.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2 AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1(c)</p>	<p>Explain how your chosen organisation ensures that its staff are suitably qualified and experienced to maintain a safe and secure environment for customers.</p> <p><i>Notes on answers:</i> Chosen organisation would have detailed criteria with regards to the required qualifications, type of training necessary and degree of experience suitable for staff, to ensure the safe and secure environment for customers. This would be guaranteed by the level of training provided, and the necessary qualifications needed in order to provide the safe and secure services to the public.</p> <p>Level 1 - Basic Basic explanations regarding staff needing to be qualified and experienced but with limited reference to how the organisation provides for it. At the higher end at least one reference is made to how the organisation might do this.</p> <p>Level 2 - Clear There is a clear attempt to show how organisations ensure staff are qualified according to their deployment and how this contributes to the safe and secure environment. At the higher level all aspects of the explanation fit with customer needs for safety and security. E.g. Coaches are fully trained, experienced and qualified to appreciate safety requirements in a given sport or area worked in – staff are trained to be alert to security issues such as evacuation procedures and how this affects the public.</p> <p>Level 3 - Detailed At this level detailed information is provided about staff qualifications and experience linking it with safety and security and the extent to which organisations provide a dynamic system to ensure that changing needs are met. E.g. Staff are actively involved each day in their particular areas of work to observe, check and report any failings of safety or security to management. Changes to procedures may then be introduced.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3</p>
	<p>Total of question 1</p>	<p>20</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Describe one strength and one weakness of the customer service training procedures of each of the three organisations A, B and C.</p> <p><i>Answers could be based on the following suggestions in each case.</i></p> <p>Gympower Ltd. Strengths – 30 page dossier with 50 situations. All staff to do the same – consistency of outcome. Training before actual face-to-face interaction. Exam to test knowledge. Weaknesses – On the job with anyone allows for individual deviation from the model CS practice and procedure with no checks to this system and its outcomes. After the month is up no review to see how training compares with the ideal CS model. If training has resulted in flaws these will be passed on once qualified.</p> <p>Arcodio Sports Complex Ltd Strengths – Customer orientated organisation in its outcomes. Empowerment gives a sense of responsibility and ability to resolve there and then any complaints/issues. Weekly staff meeting resembles a quality circle to promote good practice and procedure amongst staff. A further two days course every six months enforces good practice. Weaknesses – Empowerment after only two days training could lead to inconsistencies and issues arising from different actions by staff. Pressure to solve 90% of CS issues on the day does not mean good CS practice for the organisation is developed.</p> <p>Elite Amusement Corporation PLC. Strengths – Three day training course. A handbook in CS practice and procedures. Thorough knowledge of CS is expected in all staff. All faults and complaints passed to superiors.* Customer complaints reviewed and fed back to staff every six months.* Staff are left in no doubt as to the compensation culture of the organisation due to danger and risk involved in its products.</p> <p>Weaknesses – Strict approach can lead to a lack of empathy or understanding of the situation, just focus on procedures. If management not available then customers have to wait leading to dissatisfaction.</p>		<p>AO1 AO2</p>

	<p>Organisation seeks to stall and deny on all compensation issues or complaints.* Senior level management involved in most cases where customers are determined to see the issue through making junior staff redundant, this can create a sense of apathy. Review is by senior management with little junior staff input.</p> <p><i>*Could be either a strength or a weakness depending on how the points are made and what justifies them.</i></p> <p>Level 1 - Basic At the lower level only one strength or weakness is provided with only basic features described. As basic points are made about more of the organisations the answer moves up through the level.</p> <p>Level 2 – Clear All three organisations have to be discussed with strengths and weaknesses clearly identified from the information provided. The description should show that the strength or weakness is evident from the conclusions reached by the candidate on the basis of their arguments provided from the information.</p>	<p>1 – 4</p> <p>5 – 8</p>	
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Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(b)</p>	<p>Identify the organisation that you consider has the most effective customer service training procedures. Justify your decision.</p> <p><i>Model answers based on:</i></p> <p>Gympower – Emphasis on how at Gympower the approach to CS is consistently due to the importance of customer/staff interaction especially through the products and services provided. Training on P&S with daily monitoring shall enable new staff to be guided in the organisation’s CS practices and procedures.</p> <p>Arcodio Sports Complex Ltd – Whatever weaknesses of staff decisions that result in the organisation providing for customers via complaints or compensation claims is outweighed by the customer service policy that is at the heart of its practices and procedures. Although training is limited the weekly get together sessions should provide valuable information regarding CS situations and their outcomes which would lead to a more consistent and effective CS. Further training can only improve their staff.</p> <p>Elite Amusement Corporation PLC – Due to the nature of the products and danger/risk element, then a very rigid CS policy is deemed appropriate. Its inflexibility is seen by management as necessary even though it may lead to some CS issues and specific customer dissatisfaction. This is seen as acceptable to protect the organisation’s interests. Staff are not being empowered due to the compensation culture.</p> <p>Level 1 - Basic Mainly opinion with little reference to the actual facts available in Figure 1. A description is given with no real attempt to discuss the facts – at the higher end there is some basic justification of the choice.</p> <p>Level 2 - Clear Here the features of the CS training are used as the basis from which its effectiveness is discussed and evaluated. At the higher level justification should show a clear assessment of the training and what its impact would be on criteria that are clearly based on customer service issues.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3 AO4</p>

	<p>Level 3 - Detailed At this level there should be a higher appreciation of how each stage in the CS training process is interlinked and supports CS outcomes based on criteria which make reference to training, experiences, and shared knowledge and outcomes with continual assessment of CS being paramount to a successful model.</p>	<p>9 – 12</p>	
	<p>Total of question 2</p>	<p>20</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>With reference to one named leisure organisation that you have studied. Describe, with examples, how non-verbal communication provides an important part of customer service.</p> <p>Level 1 - Basic Basic description of non-verbal communication based on gestures and/or a situation such as greeting. At the higher end some description of the way in which this can aid understanding and convey information or help make people feel at ease. For L1 only, accept posters, etc if non-verbal elements are referred to.</p> <p>Level 2 - Clear At this level the answer is developed to show a range of non-verbal communication and how it is used in a variety of customer service situations. Answers may include – body language, facial expressions, posture, gestures, movement, appearance, listening.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2 AO3</p>
3(b)	<p>Explain how verbal communication plays an essential part in customer service from the moment a customer enters the venue to leaving it.</p> <p><i>Notes for answers:</i> <i>Verbal communication can be:</i> <i>Meet and greet – friendly, setting mood</i> <i>Enquires – assist, guide, advise</i> <i>Answering – product knowledge, services</i> <i>Transactions – financial detail, services</i> <i>Safety/security – advise, guide, inform</i></p> <p>Level 1 - Basic At the bottom of the level one aspect from the above list is explained in a basic way. As more aspects are considered in a basic way the mark moves up through the level. There are no real links between verbal communication and the customer.</p> <p>Level 2 - Clear Students should show a more structured approach to reveal how the whole experience for the customer from entrance to exit can be influenced by verbal communication, some aspects of which are essential whilst other aspects are socially dis/pleasing.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(c)	<p>Describe the procedures that are in place if staff do not communicate appropriately with customers and customers become dissatisfied.</p> <p><i>Procedures can be based on Informal and Formal</i> <i>INFORMAL – Customer speaks with management, no records are kept.</i> <i>FORMAL – Customer complaint is detailed with name and address given. Management response requires meeting staff, shared outcome that can lead to re-training, general guidelines for all and monitoring in the future. Future procedures are influenced by past experiences.</i></p> <p>Level 1 - Basic A basic response of some form of management reaction either spoken or written with little development or detail.</p> <p>Level 2 - Clear Here the response is more in line with formal methods to provide appropriate feedback to staff to correct or improve their communication with customers. At the higher end the answer progresses through all/most stages from informal comments to retraining and monitoring to ensure this situation is corrected.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO2 AO3</p>
	Total of question 3	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>4(a)(i)</p>	<p>Name one leisure organisation that you have studied. A customer wishes to hire the organisation’s venue and is being shown around by a member of staff who will provide information about the products and services available.</p> <p>What information should the member of staff include in the presentation?</p> <p><i>Possible list of information types to include:</i> <i>Product range – what is included in the hire</i> <i>Product detail – what there is and how it is beneficial for the customer</i> <i>Service range – what is included in the hire</i> <i>Service detail – what is specifically beneficial to the customer</i> <i>Cost – could be detailed if asked for</i></p> <p>1 mark for any of the aspects described in a basic way. A second mark can be awarded for a well developed point.</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">AO1 AO2</p>
<p>4(a)(ii)</p>	<p>Explain the value to the customer of the presentation. Suggest what information about products and services would be most relevant for the customer.</p> <p><i>Notes on answers regarding the value to customers of a presentation could be based on:</i> <i>Accuracy/Quality of the information</i> <i>Relevance of information to the decision making process</i> <i>Customer able to take information back and discuss with others</i> <i>Relevance of product and service information – does it fit with the needs of the customer and provide a clear picture of what is available and can be expected on the day?</i></p> <p>Level 1 - Basic A basic answer referring to one or more of the above points. The products and services are described but few links are made to the needs of customers.</p> <p>Level 2 - Clear Should provide clear examples which illustrate how the presentation is of value through accuracy and quality of information provided, as well as give the customer the opportunity to see at first hand what is available and can be expected on the day of hire. From this presentation a decision can be made either on the day or later regarding the hire.</p>	<p style="text-align: center;">1 – 3</p> <p style="text-align: center;">4 – 6</p>	<p style="text-align: center;">AO3 AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>4(b)</p>	<p>Using either the organisation named in (a) or another organisation that you have studied, evaluate the benefits of staff having good product knowledge.</p> <p><i>Notes for answers based on benefits of staff having good product knowledge:</i> <i>Better outcomes for customers in using products and services due to staff input</i> <i>Repeat business – increased sales</i> <i>Staff confidence in dealing with the customers</i> <i>Provision of relevant information that aids decision making process for customers</i> <i>Boosts staff morale due to good CS provision</i> <i>Staff benefit from excellent service with secure jobs, being valued and possible financial bonus.</i></p> <p>Level 1 - Basic A basic explanation of the need to know about what is on offer. At the higher end, reference will be made to a specific benefit from the staff’s knowledge/ awareness.</p> <p>Level 2 - Clear A clear relationship is shown between product knowledge and how the consumer is able to either use/enjoy products/ services more; or how the staff’s knowledge is essential in enabling the customer to appreciate how the product or service might meet his needs and expectations. This in turn could lead to repeat business and word-of-mouth endorsement.</p> <p>Level 3 - Detailed At this level there is a detailed link between consumer satisfaction and the customer service delivered by staff being able to provide essential information or advice that meets customer needs and expectations and enables them to fully use the organisation’s products and services. This will in turn provide complete customer satisfaction. This will result in the staff benefiting from the organisation’s success in terms of their own jobs being more secure, greater staff morale and the feeling of being a valuable part of the organisation.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO3 AO4</p>
	<p>Total of question 4</p>	<p>20</p>	