



**General Certificate of Education (A-level) Applied
June 2011**

Leisure Studies

LS02

**(Specification
8641/8643/8646/8647/8649)**

Unit 2: A People Business

Mark Scheme

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 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.

Task A	Expected Answers	Mark Allocation	Assessment Evidence Criteria
01	<p>Name one leisure facility that you have studied.</p> <p>Describe the environment created for customers by the design and planning of:</p> <ul style="list-style-type: none"> signing lighting ambience <p>Notes for answers Signing can refer to the position, colour, typeface, symbols, height, clarity, etc. of signs used inside and outside the facility. Lighting can refer to brightness, position, and energy efficiency etc. of lights and also the use of natural lighting from windows. Again references can be made to internal and external lighting. Ambience is much broader and inclusive. It can include anything by which design affects the customer's experience, including seating, decoration, displays, temperature control and so on. Some answers might stick to features of design but the better answers should refer to specific ways in which the design influences the customer experience.</p> <p>Level 1 – Basic If one of the bullet points is described in a basic way but without structure or detail allow at least one mark. If all three are described with some basic detail but without clarity the answer can reach the top of the level.</p> <p>Level 2 – Clear All three issues must be addressed. When one bullet point is described clearly and in detail allow at least four marks. If the answer is balanced, with clear detail and with links to the customer experience, award full marks.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1

02	<p>How successful has this design and planning been in providing a suitable environment for its customers?</p> <p>Notes for answers The candidate should take aspects of design that have been described in 0 1 and make specific evaluations of their success. If possible these evaluations should be objective, although credit should also be given for clear subjective views.</p> <p>Candidates should be given credit for clearly stating criteria by which evaluation can be made. However, credit should also be given for implied criteria. Answers must be linked to the customer experience. Allow credit for references to access or other aspects of design and planning.</p> <p>Level 1 – Basic A basic attempt has been made to evaluate the success of at least one of the bullet points, but this is neither objective nor based on clear criteria. As more basic points are added the answer moves toward the top of the level.</p> <p>Level 2 – Clear A clear evaluation of at least one of the bullets has been made. The evaluation is either objective or, if subjective, is based on sensible criteria. If all three bullets have been evaluated and at least two of these have been evaluated clearly, against sensible, relevant criteria the answer can achieve full marks.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2
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<p>03</p>	<p>Name one leisure facility that you have studied. (It can be the same facility as in Question 1, or it can be a different one.)</p> <p>Explain how your chosen facility uses technology to help provide successful customer service.</p> <p>Notes for answers The scope for answers is enormous. It can include:</p> <ul style="list-style-type: none"> • technology as used in reception and management (such as scanners for membership cards, data bases for member records, swipe cards, technology for cash registers and receipt production, etc) • communications systems (phone systems, e-mail, texting, websites, etc.) • security systems (CCTV, automated fire sensors and warning systems, etc.) • technology used in the main activity areas (such as cinema projection, theatre hearing loops, gym machinery, automated heating and water purifying systems in swimming baths, interactive displays in museums, reset machinery in bowling alleys, etc.) <p>Level 1 – Basic The answer may concentrate on describing technology that is used, rather than explaining how it is linked to successful customer service. At the bottom of the level there will be some basic description but there are no links to customer service. At the top of the level there might be a full description of at least one aspect of technology or there might be some basic links to customer service through use of technology. Just a description of technology used = L1.</p> <p>Level 2 – Clear To enter this level there must be at least one clear reference to the way that technology improves customer service. At the top of the level there should be a clear and detailed analysis of a range of technological applications and their links to service provision. (Note that, depending on the nature of the facility chosen and the depth of analysis, “a range” could be two forms of technology but it is more likely to be at least three.)</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO3 AO4</p>
	<p>Total of Task A</p>	<p>20</p>	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
04	<p>Explain why is it important that the managers of leisure facilities obtain regular feedback from customers about the products and services provided?</p> <p>Notes for answers To maintain excellent customer service. To keep a competitive edge on its customers. To find out what is being done right, so that the organisation can reward good performance and build on it to make it better. To find out what is not being done right, so that this can be improved on by, e.g. training, changing staff or appointing new staff, redesigning areas of the facility that are not working well. To discover what parts of the service that is offered might be redundant and what new services might be offered in future. To let customers know that their opinions are valued.</p> <p>Level 1 – Basic At least one relevant point is made but there is no development of the answer. No real understanding of the practical application of feedback is provided. Ideas are expressed in general terms, with little knowledge or understanding of the real uses of feedback in the leisure industry.</p> <p>Level 2 – Clear Clear links are made between the theoretical ideas of feedback and the practical applications of that feedback. As more applications are dealt with and as more detail is provided on the applications the answer should move towards the top of the level. Answers are expressed clearly with good use of the relevant terminology. Must clearly explain why it is important for management so managers can act for top end of level.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2</p>

05	<p>Choose two of the feedback techniques listed below:</p> <ul style="list-style-type: none"> • <i>Suggestion boxes</i> • <i>Surveys of customers</i> • <i>Focus groups</i> • <i>Mystery shoppers.</i> <p>Describe how both of your chosen techniques are carried out and compare their suitability for use at one named leisure facility that you have studied.</p> <p>Notes for answers</p> <p><u>Suggestion boxes</u> Cards are provided for customers to write comments on. These can be either signed or anonymous. They are left in the box. Both the cards and the box should be left in a prominent position in the building, if the survey is to be meaningful. At regular intervals the cards are taken out and read. Action is taken if the points made obviously need action or if there is a large number of cards all making similar points.</p> <p><u>Surveys of customers</u> A list of questions is drawn up, focusing on areas that might be of concern. These can then be handed out to customers at the venue, sent to members chosen from a list, etc. A sample of customers should be chosen, so that they are as representative as possible. Then the organisation hopes that surveys will be returned. There may be an incentive to return them, such as entry in a draw. Alternatively members of staff can go through survey forms with selected customers. Suggestion boxes are easy and cheap to manage. They are also always there. Customers can let the management know very quickly when problems arise, and they may feel that this is a more formal and less personal way of approaching the staff than criticising them directly. However, it is essential that the staff is seen to respond regularly and positively to the suggestions. Feedback to customers should be provided wherever possible. Surveys are more expensive, if carried out thoroughly, and need more organisation and planning. However, they should provide very well targeted information, especially if the staff want to look into particular aspects of the organisation of the facility. A much wider cross-section of members' can be surveyed if the sampling is done well. It will be less likely to be just the grumblers who reply etc. For example "a local leisure centre has a suggestion box and members regularly post suggestions. These are usually small worries – need to maintain particular machines or to clear showers more regularly. These can be responded to quickly and</p>		AO1 AO2 AO3
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	<p>easily. However, when a big purchase of new equipment was being planned a survey was carried out with a sample of members. This gave them a chance to think about long term changes that were needed and to make really constructive suggestions.</p> <p><u>Focus groups</u> A focus group is an assembly of representatives, made up of customers and management with the purpose of discussing their feelings about the products or services they are delivering or receiving. The advantage of such groups is that very detailed information can be obtained directly from the customers. If required, management can direct the focus of the meeting to one particular aspect, or discuss services in general. Disadvantages of using this method are that it is very time consuming to organise, and can also be quite expensive. It is also based on the opinions of a small group of customers, and may not be representative on the customer base in general terms.</p> <p><u>Mystery shoppers</u> Mystery shoppers are appointed by the organisation to go into the facility unannounced, and sample the experience, and assess it against a series of preset criteria. Advantages are that the shopper gets a true picture of the level of service, as the staff are unaware of their presence. The assessment is objective, as the shopper will have no connections with the facility or organisation. The organisation will use the same criteria to assess all their outlets, and will therefore be able to compare their performances and feed off good practices. The concept that all customers may be a mystery shopper keeps staff on their toes. The disadvantages are again the costs. It could be a very expensive activity for smaller organisations to undertake. It may not give a true picture of the overall level of customer service being delivered if a member of staff is not particularly well or is generally having an 'off' day when they are observed.</p> <p>Level 1 – Basic At least one relevant point is made about one type of feedback. However, the answer is basic and does not develop ideas in depth or detail. Ideas are not applied clearly to the named example. Comparison does not go beyond simple juxtaposition of points. There is not qualitative or quantitative comparison. Two reasonable descriptions with implied comparisons can reach the top of the level.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are</p>	<p>1 – 4</p>	
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	<p>noticeable errors in accepted conventions of written communication.</p> <p>Level 2 – Clear If one technique is described clearly and the other is described in a reasonable way, with some element of comparison or application, the answer reaches level 2. If the two techniques are described clearly, with both comparisons and applications having been attempted with some success the answer should reach the top of the level.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p>Level 3 – Detailed If one technique is described in detail, and if there is clear comparison and application, the answer reaches level 3. If both techniques are described in detail, and if the comparison and application show good understanding, the answer should reach the top of the level.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p>	<p>5 – 8</p> <p>9 – 12</p>	
	Total of Task B	20	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
06	<p>Name one leisure facility that you have studied. Name one area of this facility where staff regularly come into contact with customers.</p> <p>Outline the main ways that staff in this area come into contact with customers during a typical working day.</p> <p>A brief and basic description of the work and some of its customer contacts = 1 mark</p> <p>A clear and detailed description of the work and its customer contacts = 2 marks</p> <p>Need name and area with a brief description for 1 mark. Need name and area with description of the work for 2 marks.</p>	2	AO1 AO3
07	<p>Explain how staff in this area have gained the training and experience necessary to deal with a range of customer needs.</p> <p>Notes for answers The answer could refer to training that the employee received before being appointed (including the gaining of formal qualifications) induction, on-the-job training, job shadowing, role playing, discussing customer feedback, working with a supervisor, courses taken at the work place, at college on day release, etc., through private training organisations, etc.</p> <p>Answers should be as specific as possible, referring to the particular job named by the candidate. No reference to specific staff or area from 06 = max L1.</p> <p>Level 1 – Basic At least one relevant point is made. However, the answer tends to be basic and generalised with little specific detail about the job that has been chosen. Answers should make some reference to customer service skills, but at this level the answers may be of only marginal relevance.</p> <p>Level 2 – Clear The answer is clear with at least one type of training explained with clear links to the customer service demands of the job. With more aspects of the training explained and linked to the job the answer will rise towards the top of the level.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO1

<p>08</p>	<p>In the leisure industry customer needs cannot always be met by an individual member of staff. Describe <u>two</u> such situations. Explain what actions the member of staff should take in <u>each</u> of these situations</p> <p>Notes for answers The situations that might be described could include:</p> <ul style="list-style-type: none"> • A customer has a complaint that needs to go to a senior member of staff • There is a request for a service that this employee is not trained to provide • An emergency, such as an injury or a fire has been reported • The employee cannot meet the request acting alone • The situation will need a long time to resolve, or the employee would need to leave his/her post to respond • Etc <p>Responses could include:</p> <ul style="list-style-type: none"> • explaining the situation to the customer • providing a temporary solution for the customer • ensuring that the customer is comfortable and safe whilst further action is taken • referring to a more experienced colleague working in the same area • referring to a supervisor • asking the customer to return at a more convenient time • making an appointment for the customer to see a more senior member of staff at a convenient time • ringing the emergency alarm, or following other emergency procedure • etc. <p>Level 1 – Basic An attempt is made to describe at least one situation and there are relevant and realistic suggestions in that attempt. However, there is no depth or understanding in either the situations described or in the responses to them. Suggestions for responses are unrealistic and show no real understanding of the needs of the organisation.</p> <p>Level 2 – Clear If one of the situations is described clearly, with some reasonable reaction suggested, the answer should reach level 2. If two situations are described clearly, with realistic responses to them both, such that the organisation will come out of the situation well, the</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>
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	<p>answer should reach the top of the level.</p> <p>Level 3 – Detailed If both situations are described in detail, and realistic responses offered, the answer should reach level 3. A balanced answer reaches the top of the level.</p>	9 – 10	
	Total of Task C	20	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
09	<p>Explain how facilities in the leisure industry gain a competitive edge by providing good customer service.</p> <p>Notes for answers: The answer should include some of the following:</p> <ul style="list-style-type: none"> the meaning of the term ‘competitive edge’: <ul style="list-style-type: none"> exceeded expectations facility better/new technology staff relationships best staff clean safe ways in which good customer service can be provided why this is important to customers and meets their expectations how the level of service can be directed at the needs of a particular market sector that is being appealed to how this service might win new customers and encourage repeat business <p>Each of these themes could be dealt with in general terms but answers may well be improved by linking ideas specifically to case study examples.</p> <p>Level 1 – Basic At least one basic, relevant point is made. The ideas in the answer are not developed and linked. The ideas are not clearly applied in a vocational context.</p> <p>Level 2 – Clear At the bottom of the level a clear theme starts to emerge, with linked ideas, could be supported by some case study material. As more stages in the logical development of the answer are included the mark should move towards the top of the level. At the top of the level ideas are developed, with the use of specialised language that has been applied in a vocational context to produce a well argued and logical presentation.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>

10	<p>Name two leisure facilities that you have studied. Describe and compare ways in which the managements of these facilities try to encourage customer loyalty and repeat business.</p> <p>Notes for answer: The answer needs to start by describing and comparing the different facilities. It might refer to:</p> <ul style="list-style-type: none"> • Functions of different facilities, products and services • Sizes and capacities • Target markets • How direct competition is between different facilities • etc. <p>Then the answer should go on to discuss ways in which the chosen facilities compete for customer loyalty. It might mention:</p> <ul style="list-style-type: none"> • USPs • Competition on prices • Competition on level and range of services on offer • Quality of customer service, attention to detail • Marketing and customer care • etc. <p>Comparisons might be built to the whole of the answer or it may come in a separate section after the two facilities have been described separately. Either course could be successful.</p> <p>Level 1 – Basic Links to customer loyalty are not developed clearly. Any comparisons are superficial and lack clear development of ideas.</p> <p>Level 2 – Clear Links are made between the products and services provided and customer loyalty... for at least one of the facilities. Comparisons are attempted. As the comparison becomes clearer and more detailed the answer moves towards the top of the level.</p> <p>Level 3 – Detailed Both facilities are described, with detailed links made between products and services and customer loyalty. The comparisons are detailed and well structured. At the top of the level the answer is logical, well-written and coherent with good use of language and good vocational understanding.</p>		<p>AO3 AO4</p>
	Total of Task D	20	