



**General Certificate of Education (A-level) Applied
January 2012**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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>Describe how a leisure organisation that you have studied uses technology to create a positive first impression for its customers.</p> <p>Notes for answers Answers to this question may concentrate on the use of technology to create a positive feel (ambience) as customers approach, and enter the facility. Better answers will go further, and identify ways in which technology assists in delivering efficient services. For example automated doors, access cards, quick and efficient booking-in systems etc.</p> <p>Level 1 – Basic At this level, candidates may provide a general description of the approach and welcome provided by the organisation, or a general description of how technology is used to deliver good customer service which may impress customers. To reach the higher end of the level, reference may be made to the use of technology used for elements such as security, heating, ventilation, lighting and music. Detailed descriptions of either point of view will take candidates into Level 2.</p> <p>Level 2 – Clear As well as describing the positive environment created by the use of technology, candidates at this level will refer to the quality of customer service delivered as a result of using technology. A balanced view point for Top Level 2.</p> | <p>1 – 4</p> <p>5 – 8</p> | <p>AO1 AO2</p> |

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| 02 | <p>Choose one leisure organisation that you have studied. It may be the same organisation that you described in 0 1 or it may be a different one.</p> <p>Evaluate how effectively the organisation uses technology to communicate with customers.</p> <p>Notes for answers Weaker answers will consist of an extended list of ways organisations communicate with their customers. Evaluation if offered will be little more than general phrases such as ‘this is a good method of communicating’, or ‘this is a poor method of communicating.’ Good answers will identify methods used by the organisation, and evaluate how effective they are.</p> <p>Level 1 – Basic Candidates will offer a general list of methods organisations use to communicate with their customers, e.g. email, the web, telephone, answer machines, text, fax, PA systems, electronic notice boards, TV monitors etc. Answers offering little more than an extended list will remain in Level 1. Vague evaluative comments without detail or evidence, e.g. quite good.</p> <p>Level 2 – Clear Candidates at this level will identify at least two methods used by the organisation, and will offer more detailed comments on how effective they think they are. To reach the higher end of the level, candidates may relate to situations and say why the methods described are or are not effective.</p> <p>Level 3 – Detailed Candidates will reach this level by describing the methods used in detail, and may identify the strengths and weaknesses they have over alternative methods, which do not rely on technology. A detailed evaluation of methods identified will take candidates to the top of the level.</p> | <p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p> | <p>AO1 AO2 AO3 AO4</p> |
| | Total for Task A | 20 | |

| Task B | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
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| 03 | <p>Describe how this leisure organisation meets customers' expectations that they and their possessions remain safe and secure during their visit.</p> <p>Notes for answers A good answer to this question would give a balanced description of the safety and security measures provided inside and outside of the building, and would make specific reference to safety and security of person and possessions.</p> <p>Level 1 – Basic Candidates offer a general description of safety and security measures in place, produced in the form of an extended list. Towards the top of the level, the range is more extensive, and at least one measure is described well. Following Health and Safety procedures, undertaking risk assessments, qualified staff, emergency procedures, data protection (computer information), access restrictions, swipe card monitoring, lockers for property, CCTV, lighting, PC security patrols, password security, CRB checks.</p> <p>Level 2 – Clear At this level candidates are beginning to consider a range of safety and security measures, and describe them in some detail. At the top of the level, candidates may include information on security of property (including data and identity) and safety of persons.</p> <p>Level 3 – Detailed Answers at this level will be a well balanced and detailed description of how the organisation looks after the safety and security needs of the customer and their possessions throughout their visit.</p> | <p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p> | <p>AO1 AO2 AO3</p> |

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| 04 | <p>Assess how well the organisation meets the customer service needs of one of the following:</p> <ul style="list-style-type: none"> • Young people under the age of 16 • Retired people • Family groups • Customers whose first language is not English • Customers with specific needs. <p>The better answers to this question will describe the group and their specific needs, and will explain how these needs are being met. Weaker answers may address the question more generally, concentrating more on identifying the groups and how they use the facility without really saying whether the organisation does or does not meet their specific needs.</p> <p>Level 1 – Basic Weaker answers will identify the customer type, and say what is in place for the group with little reference to their needs and expectations of their visit to the organisation. At the top end of this level, points are more closely related to the organisation. Stronger candidates will structure their response to identify the group, and describe how some of their specific needs and expectations are being met.</p> <p>Level 2 – Clear Candidates will relate to the group in some detail, identifying their specific needs, and producing a clear assessment of how well these needs are being met by the organisation. High level answers will address all of these criteria.</p> | <p>1 – 4</p> <p>5 – 8</p> | <p>AO1 AO2 AO3</p> |
| 05 | <p>Suggest two realistic ways in which the organisation might improve its service to the customer group identified in 0 4.</p> <p>1 mark for each realistic suggestion made. If suggestions are regarded as unrealistic e.g. build another swimming pool for children only, no marks to be awarded for that suggestion.</p> | 2 | AO1 |
| | Total for Task B | 20 | |

| Task C | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|--------|---|---------------------------|------------------------------------|
| 06 | <p>Explain how and why the different stages in a leisure organisation's training programme ensure that all staff maintain a high standard of customer service delivery.</p> <p><i>QWC question</i></p> <p>Notes for answers This question has a number of parts that need addressing in order to achieve a top level mark. Initially candidates must produce an answer that identifies a range of stages within a training programme. These may include: induction; job specific training on and off the job; refresher training to update staff knowledge of new products and or procedures; remedial training for staff who have flaws in their performance, and training for new roles within the organisation e.g. for promotion to supervisor or management. For each stage, good answers will include an explanation of why it is needed.</p> <p>The question refers to the maintenance of good customer service delivery, therefore to reach the top of Level 3 candidates should include reference to updating and/or remedial training to maintain standards.</p> <p>Level 1 – Basic At this level, candidates will identify the basic stages of a training programme – induction, on and off the job training and remedial training. Little reference will be made to how training improves staff understanding or performance. At the top end of the level candidates will indicate how at least one stage/area of training has an effect on good customer service delivery. E.g. the induction ensures that all staff understand what to do in the event of an emergency, getting customers out of the building safely.</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 noticeable errors in accepted conventions of written communication.</p> <p>Level 2 – Clear Candidates will give a clear description of the main stages in a training programme; Induction; on and off the job training; ongoing training; remedial training and updating of product knowledge and services. Towards the top end of this level, candidates are explaining how the training is designed to prepare</p> | <p>1 – 4</p> <p>5 – 8</p> | <p>AO1 AO2 AO3 AO4</p> |

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| | <p>staff to deal with all eventualities, including day to day policies and procedures, as well as problems such as evacuations or dealing with complaints.</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 – Details At this level, candidates will have given a structured description of the stages of training, explaining how, why and when it is undertaken. To reach the top of the level, answers will give a detailed explanation of how and why the training takes place, and will develop the answer to include the need for remedial and or ongoing training to maintain high standards of customer delivery from all staff.</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> | 9 – 12 | |
| 07 | <p>An important part of customer service training is to ensure that all staff know how to deal with dissatisfied customers.</p> <p>Discuss how a leisure organisation might benefit from a customer making a face-to-face complaint during a visit to the facility.</p> <p>Notes for answers This question focuses on how the organisation would benefit if the complaint was dealt with successfully. Good answers will concentrate on the direct benefits in keeping the customer satisfied through the method of dealing with the complaint. A satisfied customer will tell 'others', a dissatisfied customer will tell more. Keeping the customer is economic good sense, as it costs money to attract new customers. The organisation can remedy faults if they are informed, if they are not, other customers may become dissatisfied and pass on the 'bad' word. Dealing with a problem effectively will benefit the organisation in that they will maintain their positive image in the market place, and if the customer goes away satisfied, they will maintain their loyalty and repeat their visit.</p> <p>Level 1 – Basic At this level answers will concentrate on the organisation keeping the customer satisfied so that the organisation will benefit in general terms, repeat visits, public image, increased sales/more income, customer loyalty and motivated workforce.</p> | 1 – 4 | AO1 AO2 AO3 |

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| | Level 2 – Clear Answers at this level will go further than just the general ‘benefits’ and will look at the issues of identifying and rectifying problems and / or identifying action to be taken with staff, such as additional training. Reference may be made to dealing with the issues promptly, with a satisfactory conclusion for both the customer and organisation being reached so that the customer goes away happy, and the organisation’s image remains intact. The satisfied customer will remain loyal and encourage others to use the facility. | 5 – 8 | |
| | Total for Task C | 20 | |

| Task D | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|--------|--|---------------------------|------------------------------|
| 08 | <p>Assess the possible impacts that the reporting of this incident in the newspaper may have on the leisure centre.</p> <p>Notes for answers The main negative effect on the Leisure Centre may be the loss of image within the community, which may result in a loss of confidence, which in turn may trigger the associated negative economic effects on the organisation.</p> <p>Effects on the loss of image may include:</p> <ul style="list-style-type: none"> • tarnished public image. • decrease in sales. • fewer customers. • loss of their competitive edge. • poor staff morale resulting in a less efficient workforce. • loss of customer loyalty and their repeat business. <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 bad press. The answer will identify some of the effects the poor customer service has on the organisation.</p> <p>Level 2 – Clear At this level, candidates will identify the important issues raised in the report as reasons not to use the centre, such as the poor staffing levels for a potentially hazardous activity, possibly too many customers in the pool, and a relaxation of the normal operating procedures for the fun session. This may be followed with an assessment of how the organisation may be affected by the reporting of the</p> | <p>1 – 4</p> <p>5 – 8</p> | <p>AO1 AO3 AO4</p> |

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| | <p>incident, ie bullet points above.</p> <p>Level 3 – Detailed Candidates will review the report thoroughly and identify the main negative effects on the centre as being the loss of confidence from the public, and explain how this collapse of their positive public image will result in the negative effects bullet-pointed above.</p> | 9 – 10 | |
| 09 | <p>Explain what actions the management of the leisure centre could take to re-establish customer confidence.</p> <p>Level 1 – Basic Candidates may suggest the management address the obvious faults implied in the report. More staff, better training and restrict numbers of inflatables and swimmers.</p> <p>Level 2 – Clear Candidates may suggest the need for an investigation to take place into the cause of the incident and to reassess the levels of risk. (New risk assessment of the activity). It may be suggested that the management will then take on board the outcomes of the assessment/investigation to implement changes to avoid future incidents. Actions considered may include: closer monitoring of numbers, increased staffing and improved training: new and clearer safety notices, changes in management duties to supervise the pool more closely, and the possible introduction of promotions and/or a PR release to entice customers back.</p> <p>Level 3 – Detailed At this level, candidates will incorporate the requirements of Level 2, but will go on to offer suggestions how the organisation will effectively inform customers of changes/improvements in order to regain customer confidence. For example Open Day with PR article in response to the one already written.</p> | <p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p> | <p>AO1 AO2 AO3 AO4</p> |
| | Total for Task D | 20 | |