



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

**Leisure Studies**

**LS02**

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

**Unit 2: A People Business**

***Mark Scheme***

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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.

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## **General Guidance for Assistant Examiners of AS Level Leisure Studies**

### **Quality of Written Communication**

As required by Ofqual, 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><b>Name one leisure organisation that you have studied.</b></p> <p><b>Identify four different examples of written communication used by this organisation and briefly describe why each one is effective.</b></p> <p>Forms of written communication may include: Advertisements, Posters, Letters, Leaflets, Menus, Faxes, Emails, Internet, texts (SMS), digital displays/TV monitors.....</p> <p><b>Point marked question:</b> One mark will be awarded for each form of communication identified, accompanied with a brief description of its effectiveness. (No marks for just identifying the form of written communication).</p> <p>E.g. <b>Posters</b> are used in the reception area of the Hollywood Bowl. They are colourful, have large bold print and are positioned to catch the eye of customers as they enter.</p> <p><b>Emails</b> are used to contact customers. Emails are effective when information needs to be sent to customers directly and quickly. Extown Leisure Centre use emails to remind members of events happening at the centre.</p>	4	AO1 AO2
02	<p><b>Suggest how the personal presentation of staff can influence a customers' perception of the quality of service provided by an organisation.</b></p> <p><b>Your answer should include examples from leisure organisations that you have studied.</b></p> <p>Answers will consider the positive and negative messages given out by the personal appearance and presentation of the staff in the leisure organisation. Members of staff, who are recognised by the uniform they are wearing, who are clean and smart, reflect a good image of the organisation. The impression gained may be reinforced by the manner in which they approach and greet customers by adopting positive body language and gestures. For example to be employed as a leisure assistant at David Lloyd Clubs you must wear the same sports wear, have good personal hygiene, and always present yourself for work looking fresh, fit and alert. This gives positive messages of high standards to the customers who pay substantial membership fees to attend the club, where they will expect high</p>		AO1 AO2

	<p>standards of facilities and service.</p> <p>Negative messages are received by customers if staff at an organisation appear scruffy, dressed in an assortment of clothing, and are slouched about the facility whilst customers wait to be served. This greeting would either deter people from using the facility, or expect a poor level of product or service. For example, in some budget cafes, you may encounter this type of staff, and would therefore either avoid eating there, or pay the cheap prices and accept the casual service.</p> <p><b>Level 1 – Basic</b> Candidates will produce a basic description of what a smart appropriately dressed member of staff looks like, and comments relating to the positive image they have of the organisation, and the expectation of good service from him/her. A basic reference to the 'opposite' case may be offered. To reach the top of this level, reference should be made to both the positive and negative impressions. <b>NB.</b> If there is no reference to an example(s), candidates will remain in <b>Level 1</b>.</p> <p><b>Level 2 – Clear</b> Candidates will explain how customers gain a positive or negative impression of the organisation by the messages sent out by the staff's appearance and personal presentation. A well balanced answer with examples of both positive and negative images of organisations will take candidates to the top of the level.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	
<b>03</b>	<p><b>Describe the essential skills that a receptionist needs in order to deliver excellent customer service, and explain why these skills are so important.</b></p> <p>Skills the receptionist would need to have may include; interpersonal skills such as:</p> <ul style="list-style-type: none"> <li>• the communication skill of listening</li> <li>• talking clearly and at the correct pitch for the situation</li> <li>• paraphrasing to ensure understanding</li> <li>• self control/avoidance of slang in conversation</li> <li>• diplomacy</li> <li>• confidence in meeting and greeting</li> <li>• maintaining good personal hygiene and presentation.</li> </ul> <p>Practical skills such as:</p> <ul style="list-style-type: none"> <li>• ICT skills</li> <li>• telephone operations.</li> </ul>		<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>

	<p>The Receptionist is the first face of the organisation, therefore needs to create a good first impression with positive presentation; needs to deal efficiently with wide range of requests; needs to be knowledgeable (or be able to access information) to assist customers; as 'first in the line of fire' when dealing with complaints both face to face or on the telephone, a receptionist needs a range of appropriate skills to deal with them.</p> <p><b>Level 1 – Basic</b> A candidate at Level 1 will provide an answer resembling a list of the skills taken from the examples given above, and will state their importance without explaining why. Towards the top of the level, candidates will offer brief explanations why some of the basic skills are needed to deal with customers, without going into any detail of their value, and using basic examples.</p> <p><b>Level 2 – Clear</b> At this level candidates identify the essential skills needed by a receptionist, describe them, and how they might be used by the receptionist. To achieve the top marks, candidates will describe why it is so important for the receptionist to have and develop the key skills.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	
	<b>Total for Task A</b>	<b>20</b>	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
04	<p><b>Discuss the staffing issues facing the management of the leisure centre when planning the event outlined in Figure 1, and explain how they might be addressed.</b></p> <p><i>Answer this question in continuous prose. The quality of written communication in your answer will be assessed.</i></p> <p>There will be additional staffing issues for the management of the leisure centre to consider due to the scale of the proposed event, and the diverse programme of activities being offered, such as:</p> <ul style="list-style-type: none"> <li>• the numbers of staff required – more than any regular session</li> <li>• ratios of suitably trained staff to customers</li> <li>• sufficient numbers of suitably qualified staff to lead session</li> <li>• specialist staff e.g. First Aiders</li> <li>• additional security staff/stewards</li> <li>• staff identity – uniforms/badges</li> <li>• staff checks – CRB</li> <li>• staff rotas to cover full event</li> <li>• use of volunteers/regular customers/teams</li> <li>• administration staff taking membership details or advance bookings</li> <li>• additional catering staff to meet demands</li> <li>• additional cleaning staff and changes to normal working patterns to clean up and make ready for the second day</li> <li>• car parking staff.</li> </ul> <p><b>Level 1 – Basic</b> Candidates at this level will develop a basic response which may note the activity on offer and comment on the need for additional staff to cover them. Reasons given for the need for extra staff may be as basic as 'because the groups will be too big' or 'because there is a lot going on'. Towards the higher end of the level candidates may make reference to the need for 'suitable staff.' If the answer does not refer to the 'planning of the event' answers stay in level 1.</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>	1 – 4	AO1 AO2 AO3 AO4

	<p><b>Level 2 – Clear</b> Candidates at this level demonstrate their understanding of the size of the issue for the management, and will have made reference to some of the issues noted above. Reference may be made to there being sufficient numbers of specialist, trained and qualified staff, and police checked where appropriate. (Some may indicate all staff used should have a CRB). In order to reach the top of Level 2, candidates must indicate that staff should be sufficiently qualified to work in specific areas or on particular activities. E.g. lifeguards by the pool or instructors in the gym. At the top of the level the 'How' issues will be addressed and will be simplistic i.e. employ extra qualified staff, and the 'Why' may also be generally explained.</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><b>Level 3 – Detailed</b> At this level, candidates will demonstrate their understanding of the scale of the event, and in a well structured answer, will have explored a comprehensive range of issues. Higher level candidates will also have identified the need to consider the additional support staff needed in areas such as security, admin, catering and cleaning. Top level answers will be well structured, and will clearly identify the issues, and suggest how they might be addressed.</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><b>5 – 8</b></p> <p><b>9 – 12</b></p>	
<b>05</b>	<p><b>The management intend to make an open day an annual feature on the centre's calendar of events.</b></p> <p><b>Describe and justify appropriate methods of evaluating the success of the event.</b></p> <p>Candidates are expected to suggest appropriate methods of obtaining useful feedback from customers on the services they have received. Such methods might include:</p> <ul style="list-style-type: none"> <li>• customer comment cards</li> <li>• staff undertaking surveys/questionnaires with customers on the day</li> <li>• staff observations – brought to and discussed at a staff meeting</li> </ul>		<p><b>AO1</b> <b>AO2</b></p>

	<ul style="list-style-type: none"> <li>• focus group meeting of customers and staff, and representatives from the organisations who were involved in the event</li> <li>• invitation to put comments on the centre's website</li> <li>• a questionnaire sent out to all the outside organisations involved in the event</li> <li>• data relating to increase in membership numbers.</li> </ul> <p><b>Level 1 – Basic</b> Basic answers will consist of a list of methods of evaluating customer service delivery, suggesting that they could all be used to evaluate the event. Better answers will reduce the list to possibly two or three methods, and describe them in more detail.</p> <p><b>Level 2 – Clear</b> At this level, candidates may select two or three methods, and describe how they would be used. To achieve higher level marks, candidates must develop reasoning why these methods would be appropriate for gathering information from this one-off event, and use it for future planning. Top marks will be achieved by candidates who refer to the type of information which would be useful to receive.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	
	<b>Total for Task B</b>	<b>20</b>	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
06	<p><b>Explain how the manager should deal with the complaints made in the email.</b></p> <p><b>Your answer should include a description of the actions taken by the manager within the leisure centre and a copy of the manager's reply to the customer.</b></p> <p>This answer should consist of two parts, the description of the manager's actions within the centre, and a copy of the reply sent to the customer. If both parts of the question are not answered, the mark will remain in Level 1.</p> <p>The manager may telephone or email the customer on receipt of the initial email to explain that he will be carrying out an investigation. The manager will investigate the complaint within the centre before responding to the email. The views of the receptionist, catering manager, and leisure assistants will be gathered and if/where there is blame, appropriate action will be implemented. When the facts (according to the staff) have been established, the manager will respond to the customer. The response will explain his actions; offer an apology and possibly some realistic form of compensation. (The email response does not require any formal layout.)</p> <p><b>Level 1 – Basic</b> Candidates at this level will make general comments stating that the manager investigates the situation, but does not say how, or with whom. The email will be a brief apology for all the 'mistakes' made by the centre, with the offer of some form of compensation – which may or may not be appropriate.</p> <p><b>Level 2 – Clear</b> Candidates will describe how the manager will investigate the incident, and suggest possible actions which result from his findings e.g. discipline staff, instigate more training for staff, recognise the endeavours of Sam the assistant with some form of reward, financial or additional responsibility/promotion. The email will outline the action he has taken, apologise for the poor customer service they received and invite the family in to use the facilities free of charge so that he can apologise in person.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>

	<p><b>Level 3 – Detailed</b> To reach level 3, candidates will cover the level 2 criteria with more detail, and add details of extra actions the manager might implement or changes to procedures in the centre so that there could be no repeat of the incident. E.g. review the party/functions booking and recording system.</p>	<b>9 – 12</b>	
<b>07</b>	<p><b>Name one leisure organisation that you have studied.</b></p> <p><b>Discuss how well the organisation meets the immediate needs of its customers as they enter the facility.</b></p> <p>The immediate needs of customers as they enter any facility can be similar in nature. For example:</p> <ul style="list-style-type: none"> <li>• ease of access – physically</li> <li>• appropriate environment</li> <li>• staff recognition and contact</li> <li>• efficient service</li> <li>• information/signs, directions, notices, programme.</li> </ul> <p><b>Level 1 – Basic</b> Candidates will describe the entrance to the facility, including the measures in place to create the right atmosphere, then in basic terms mention how and by whom they will be served/greeted. Candidates may offer suggestion for improvement which may be either very basic, or impractical.</p> <p><b>Level 2 – Clear</b> At this level the candidate will clearly describe the immediate needs of the customer, and how the organisation attempts to meet them. Suggestion of realistic improvements, may demonstrate the candidates understanding of the organisation, and how they might better meet their customers needs.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total for Task C</b>	<b>20</b>	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
08	<p><b>With reference to one leisure organisation that you have studied, explain what measures are taken in order to maintain a well-motivated and an efficient workforce.</b></p> <p>Responses to this question should concentrate on the conditions created within the organisation, rather than just payment and rewards, though these factors may be considered. Factors may include:</p> <ul style="list-style-type: none"> <li>• training – complete programme from induction, specific, ongoing/updating – this will prepare staff for any situation they may encounter, and will make them comfortable and ready for any challenge</li> <li>• team building activities and outings</li> <li>• good working facilities and conditions</li> <li>• good internal communication and clear structures for reporting and recording concerns</li> <li>• support systems</li> <li>• regular appraisals with management</li> <li>• uniforms</li> <li>• payment and rewards/recognition/bonuses etc.</li> </ul> <p><b>Level 1 – Basic</b> At this level, candidates will concentrate on the more obvious inducements to motivate staff, such as pay and conditions (including days off and holidays) bonuses or other financial rewards as main factors. Other measures may be stated, but not developed. Little or no reference will be made to a specific organisation they have studied.</p> <p><b>Level 2 – Clear</b> Candidates at this level will structure their answer and include information on some of the following measures: the need for staff to be prepared, through training, to deliver the services the customers demand; reference to team building/bonding through training exercises or social events; and the provision of comfortable working conditions. There may also be reference to financial issues including rates of pay and bonuses.</p> <p><b>Level 3 – Detailed</b> At this level, candidates will produce a detailed description of the range of measures used by a</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO3</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

	leisure organisation they have studied. There may be reference to only a few measures, but they will be in detail, and relate directly to the organisation studied.		
<b>09</b>	<p><b>Assess how leisure organisations may benefit commercially by providing excellent customer service. You should refer to one or more leisure organisations that you have studied.</b></p> <p>Benefits included in answers will include:</p> <ul style="list-style-type: none"> <li>• increased sales</li> <li>• increases in numbers of customers</li> <li>• customer loyalty and repeat business</li> <li>• satisfied customers reducing the cost of replacing dissatisfied customers</li> <li>• better public image</li> <li>• edge over competitors.</li> </ul> <p>These benefits will be the result of meeting and exceeding customer needs and expectations.</p> <p><b>Level 1 – Basic</b> Answers are likely to be general in nature, listing the benefits of good customer services for a leisure organisation, but not specifically the chosen one. Towards the top of the level, candidates will describe a few benefits, to leisure organisations with brief reference to the one chosen by the candidate.</p> <p><b>Level 2 – Clear</b> Answers at this level will identify, and clearly describe the commercial benefits the organisation studied gains from delivering excellent customer services.</p> <p><b>Level 3 – Detailed</b> Candidates at this level will base their answer around the organisation they have chosen, and will go into detail of the nature of the benefits. E.g. ensuring customer expectations are exceeded, results in the satisfied customers becoming loyal to the organisation, and recommending the organisation to others. This is beneficial to the organisation as it generates repeat business, and the positive word of mouth is a very economical and effective method of marketing. There are also high costs attached to attracting new customers.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>
	<b>Total for Task D</b>	<b>20</b>	