



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS02 A People Business

Mark Scheme

2008 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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Set and published by the Assessment and Qualifications Alliance.

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.

Assignment Task 1: Provision for customer needs and expectations		
Question	Expected Response – Task 1 Assessment Evidence Criteria – AO1,AO2,AO3,AO4	Mark Allocation
1(a)	<p>Name one leisure organisation that you have studied.</p> <p>Describe how your chosen organisation seeks to provide a positive atmosphere. Suggest how this affects customer views and attitudes.</p> <p>Level 1 – Basic The answer contains basic, general information. Description of the chosen organisation but lacks specific detail. References to customer views and attitudes are not developed and show limited understanding of the links with customer satisfaction.</p> <p>Level 2 – Clear The answer is clear and detailed with specific references to the chosen facility. There are references to several aspects of customer care. Clear links are made between service provided by the staff and how this affects the attitudes of customers.</p> <p>Notes for answers <i>Entrance, reception and the rest of the facility. Greeting by staff. Provision of information and advice Core of the answer should be the attitude of staff, but physical surroundings could also be taken into consideration. Good service creates a positive impression and poor creates a bad impression. Affects customer satisfaction. Does customer service meet needs and expectations? Will it lead to repeat business?</i></p>	<p>1–3</p> <p>4–6</p>
1(b)	<p>Comment on how information sources at your chosen organisation could affect customer decision-making.</p> <p>Simple list of at least three points = 1 mark Developed list, with details about sources = 2 marks Clear links to explain how sources affect decision making = 3rd and 4th marks</p> <p>Notes for answers <i>Needs to consider information to help answer: What do I do? What do I buy? Where do I go? This includes: Signage, Display boards, Web site, Price lists, Brochures, Menus, Word of mouth (from customers as well as staff) etc.</i></p>	<p>4</p>

Question	Expected Response	Mark Allocation
1(c)	<p>Assess the provision of security and safety at your chosen organisation. Include both positive and negative points.</p> <p>Level 1 – Basic A basic answer which makes simple points. It does not develop specific detail and does not include any clear assessment of the measures’ strengths and weaknesses.</p> <p>Level 2 – Clear Security and safety provision are described clearly. There are clear references to the strengths and/or weaknesses of the measures.</p> <p>Level 3 – Detailed There is a detailed assessment of how well security and safety measures meet the needs of customers and of the organisation. Positive and negative judgements are linked to well-referenced information about the organisation.</p> <p>Notes for answers <i>Security – from theft, fraud, attack, accident, etc</i> <i>Safety – food safety, freedom from infection, safety in activities, fire safety, etc</i> <i>Supervision in activities and in general management. First aid provision and training etc.</i> <i>In car parks, entrances and admissions, changing rooms, activity areas etc</i> <i>Can refer to customer, staff or business security and safety.</i></p>	<p>1–4</p> <p>5–8</p> <p>9–10</p>

Assignment Task 2: The importance of the customer to the leisure industry		
Question	Expected Response – Task 2 Assessment Evidence Criteria – AO1,AO2,AO3	Mark Allocation
2(a)(i)	<p>Name one leisure organisation that you have studied. Comment on how your chosen organisation tries to motivate staff to provide customer service that meets the needs and expectations of its customers.</p> <p>Level 1 – Basic Motivational schemes are described in a basic way. Details about motivational schemes move the answer up in the level.</p> <p>Level 2 – Clear Clearly describes the motivational schemes used by the organisation. Clear links are made between motivational schemes and the quality of customer service.</p> <p>Notes for answers <i>Pay</i> <i>Clear roles and job descriptions, Team building (uniform, joint identity)</i> <i>Training</i> <i>Prospects for promotion, Praise, Bonus schemes, rewards, etc</i> <i>Examiners cannot expect LS09 detail. Look for outline of the idea, with some comment.</i></p>	<p>1–3</p> <p>4–5</p>

<p>2(a)(ii)</p>	<p>Explain how the staff of your chosen organisation help to maintain a good public image. Suggest, where appropriate, how the staff could improve this public image.</p> <p>Level 1 – Basic Some basic observations are made. The answer lacks clarity and detail. Any suggestions for improvement are basic and are not based on clear analysis of the situation.</p> <p>Level 2 – Clear Clear points made regarding staff and their public image. There is sufficient detail to support some assessment of the strength of the public image and to make some suggestions for improvement – if appropriate.</p> <p>Level 3 – Detailed A detailed and well-structured answer. A variety of aspects of staff performance is considered in detail. Effectiveness is assessed in an analytical way. If appropriate improvements are suggested and justified thoroughly. Otherwise lack of room for improvement is justified thoroughly.</p> <p>Notes for answers <i>Visual image – uniform, tidiness, etc.</i> <i>Practical aspects – are they approachable? Will they inform, train, demonstrate, answer questions, etc?</i> <i>Effectiveness – do good intentions translate into practical performance? Is the product knowledge thorough and clear?</i></p>	<p>1–4</p> <p>5–8</p> <p>9–10</p>
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Question	Expected Response	Mark Allocation
2(b)	<p>Explain, from a customer’s point of view, how customer service can provide a competitive edge over rival leisure organisations.</p> <p>Level 1 – Basic A basic answer with some references to the strengths of one organisation. The answer does not develop much beyond a list of what makes good customer service.</p> <p>Level 2 – Clear A clear answer which describes good service and explains how this can be compared with the competition and provide advantages and the competitive edge.</p> <p>Notes for answers <i>A competitive edge can come from customer loyalty and repeat business. This can develop from good staff/customer interaction. It also involves good staff performance and product knowledge.</i></p>	<p>1–3</p> <p>4–5</p>

Assignment Task 3: Development of customer service skills		
Question	Expected response – Task 3 Assessment Evidence Criteria – AO1,AO2,AO3	Mark Allocation
3(a)	<p>Study Figure 1 As the manager of the art gallery, you have been instructed by Mr Govern to write an initial reply to Mrs Lavender-Jones. Later, you will develop a plan to avoid similar complaints in the future.</p> <p>Write your initial letter of reply, bearing the following points in mind.</p> <ul style="list-style-type: none"> • Your letter should not propose a solution to the problem • The general public and educational visits are both important to the art gallery. <p>Your reply should reflect your customer service skills in dealing with a difficult situation.</p> <p>Notes for answers Do no credit any solutions offered <i>The letter might include:</i> <i>An apology</i> <i>Sympathy</i> <i>A promise to look into the situation</i> <i>A promise to consider further action</i> <i>An assurance of a fuller reply when plans were more fully developed</i> <i>Gratitude for raising the issue to allow improvements to be made to increase customer satisfaction.</i> <i>The answer should be marked on content. Award extra credit for particularly good style and writing in an appropriate ‘voice’ but do not downmark if the style is not developed.</i></p> <p>Level 1 – Basic A basic answer in which some of the above points are considered but the answer may lack balance. There is limited reference to AL-J’s letter.</p> <p>Level 2 – Clear A clear and detailed answer which includes many of the points in the list above. A balance is developed between the needs of the different groups. The letter makes it clear that actions will be taken, but it does not commit the museum to any detailed actions yet. It is polite but not patronising. At the top of the level it shows gratitude for raising awareness of the issues and for providing so much specific detail.</p>	<p style="text-align: center;">1–4</p> <p style="text-align: center;">5–8</p>

Question	Expected Response	Mark Allocation
<p>3(b)</p>	<p>The Board of Trustees has instructed you to offer a solution to the issue of educational visits and the general public’s needs and expectations. There is no finance for additional staffing.</p> <p>Suggest and justify a plan of action which illustrates your future customer service strategy for the gallery to avoid similar complaints in the future.</p> <p>Level 1 – Basic The answer makes some basic points. It may take sides and lose the required balance and detachment. May suggest unrealistic solutions – perhaps too expensive. Any suggestions are poorly justified, if at all.</p> <p>Level 2 – Clear The answer is clear and addresses some issues logically and sensibly. There is some justification for suggestions. Some suggestions might be impractical but there is a clear attempt to address the problems and to achieve a balanced outcome.</p> <p>Level 3 – Detailed The answer is well developed. It looks with care at the needs of students and the general public, without over-imposing on the staff. It addresses both the gallery and the refreshment area issues. It is well argued, justified and practical.</p> <p>Notes for answers <i>Could be:</i> <i>Clear timetable for different groups to have priority</i> <i>Publish and enforce clear instructions to teachers and groups</i> <i>Ensure better supervision by present staff</i> <i>Limit number of children visiting</i> <i>Better displays, signage, leaflets, posters, etc. for students and the general public to explain policies.</i> <i>Divide refreshment area with separate room set up for groups.</i> <i>Provide separate classroom/ exhibition area for specific school and student tasks.</i> <i>Involve experts, like AL-J and her friends, in education to improve student understanding and probably their behaviour too.</i> <i>Any strategies that makes visit more exciting/interesting by worksheets, speeches, guided tours, interactive workshops.</i></p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>

Assignment Task 4: Staff and their communication with customers		
Question	Expected Response – Task 4 Assessment Evidence Criteria – AO1,AO2,AO3,AO4	Mark Allocation
4(a)	<p>Name one leisure organisation that you have studied. Name one specific job in that organisation that deals with customers.</p> <p>Devise and justify a six-point checklist that the specified staff member can use as a guideline for good customer service and delivery.</p> <p>Level 1 – Basic A basic list is provided. The list may come from a narrow range of areas. Points on the list are not well developed and show little justification. A list without justification =Max 2. If 4 points are made, with some basic justification the answer can reach the top of Level 1.</p> <p>Level 2 – Clear A broad list which gives a clear guideline for customer service. At the bottom of the level at least one of the points is clearly justified. At the top of the level most of the 6 points noted are clearly justified.</p> <p>Notes for answers <i>Candidates should consider:</i> <i>Interpersonal skills</i> <i>Information specific skills – product knowledge</i> <i>Performance specific factors</i> <i>Personal attitudes</i> <i>Care and attention to detail – quality of performance</i> <i>Points can come in any combination, developed from any of the above categories.</i></p>	<p>1–4</p> <p>5–8</p>

Question	Expected Response	Mark Allocation
4(b)	<p>Select any three points from your checklist. Discuss how they might be used to develop customer loyalty and repeat business. Mark each point by level, then award global level eg L2↑+ L2↑+ L2= becomes L3</p> <p>Level 1 – Basic Some basic links are made between the chosen point of service delivery, the needs of the customer and the development of the business in the short-term or long-term.</p> <p>Level 2 – Clear At least one of the points has been discussed clearly. The answer shows some links between the standard of customer service and repeat business. At the top of the level all three points have been discussed clearly but none has been developed thoroughly.</p> <p>Level 3 – Detailed A detailed answer. It shows how points of customer service criteria impact on customer loyalty and lead to repeat business. The discussion leads through a variety of stages in the establishment of the relationship. There is a logical progression through the answer. If all three service points are discussed reasonably clearly and one is considered in detail the answer reaches Level 3. Then, as more points are considered and the answer develops in detail the mark moves up through the level.</p> <p>Notes for answers <i>Answers will be specific to the examples chosen.</i> <i>Credit any points chosen.</i></p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>