



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS02 A People Business

Mark Scheme

2009 examination - June series

This mark scheme uses the new numbering system which is being introduced for examinations from June 2010

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Guidance for Assistant Examiners of AS and A Level Leisure Studies

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 Basic:

- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

Level 2 Clear:

- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

Level 3 Detailed:

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognized
- 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
<div data-bbox="97 477 193 524">0 1</div>	<p>Using one of your Leisure organisations studied</p> <p>Describe ways in which staff provide information and advice to customers, and explain how these benefit the customers.</p> <p>Level 1 - Basic At the lower level information sources may not be made distinct from advice, at the higher end basic outline given with linked examples describing benefits to customers. List of methods without staff involvement stays in level 1.</p> <p><i>Notes for answers</i></p> <p>eg How staff can provide information in various forms, spoken, written, visual and how this benefits customers</p> <p>Level 2 - Clear Here there should be a clear description of some of the methods that information and advice can be provided in its various forms. These must be related to how they benefit the customer at the higher level.</p> <p><i>Notes for answers</i></p> <p>Through face to face contact, over the phone, by gesture, body language or posture; facial expression and eye contact and it may include some form of body movement as in coaching or showing how something is done.</p> <p>Level 3 - Detailed For this higher level there is a clear distinction between non verbal assistance and verbal with its impact on the customer and how they directly benefit being accurately developed to show the extent of their influence on the customer. Expect a more balanced answer.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO3</p>
<div data-bbox="97 1480 193 1527">0 2</div>	<p>Explain how the provision of practical help and assistance by staff to customers benefits the leisure organisation.</p> <p>Level 1 - Basic At the lower end limited reference to the provision of practical help and assistance is explained whilst at the upper end there is a basic understanding of how staff provide actual practical help and assistance and this is linked to its benefits to the organisation.</p> <p><i>Notes for answer</i></p> <p>e.g. when staff are asked where something is they actually lead the customer to it, this gives the impression that staff have time for customers needs and the organisation is thought of as very caring. That in turn could lead to customer loyalty and repeat business.</p>	<p>1 – 4</p>	<p>AO1 AO2</p>

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Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 3	<p>Describe one customer service situation and comment on the specific customer service skills that are needed.</p> <p><i>Notes for answer:</i> Situations: providing information – answering questions – giving advice – dealing with a complaint – demonstrating – guidance – administration – processing purchase. Skills: empathising, patience, speed and accuracy, product knowledge, friendly and responsive, concerned, confident, articulate, and decisive.</p> <p>E.g. dealing with a complaint with the situation fully outlined with the relevant skills applied that may include empathy, understanding, patience or responsiveness.</p> <p>Level 1 - Basic There is a basic outline of one customer service situation and what skills are applied, either verbal or non verbal, in a customer service situation may be vaguely presented. At the higher level there must be a link between the situation and the actual CS skill applied to it. Only answers one part of question – stays in level 1.</p> <p>Level 2 - Clear The customer service situation needs to be described and the actual skills have to be relevant to the situation being dealt with. At the higher end this relevance of customer service skills to situations is clearly well matched and appropriate through the examples given.</p> <p>E.g. dealing with a complaint with the situation fully outlined with the relevant skills applied that may include empathy, understanding, patience or responsiveness.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>
0 4	<p>Identify one area of the organisation that has a high level of interaction with its customers: Explain how and why the organisation ensures that sufficient suitably qualified and experienced staff are available in this area.</p> <p>Level 1 - Basic Answers are likely to be of a generalised nature and consist of basic statements. The identification of the actual area in the organisation that involves a high level of interaction with its customers may not be sufficiently developed or provide the scope or fully explain why an organisation ensures sufficiently suitably qualified and experienced staff are deployed.</p> <p>Level 2 - Clear A characteristic of the answer at this level would be the clear link between the how and the why an organisation ensures that sufficient suitably qualified and experienced staff are available in this area.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO3 AO4</p>

	<p><i>Notes for answer:</i></p> <p>The why may include some discussion in the area of the organisation meeting its responsibilities, for management supervision of CS needs, and the health and safety provision with its legal application, together with the actual quota of staff to customer provision. Also it could include a training provision in staffing to meet the requirements of the organisation.</p> <p>Customer enjoyable – interesting – atmosphere outcomes.</p> <p>Level 3 - Detailed</p> <p>Answers here are expected to be clearly structured to show understanding of the problems involved, with at the higher level a good balance between each of the relevant factors that are important in deciding sufficient suitable qualified and experienced staff are available.</p> <p>Issues to be fully developed to attain the top of level 3.</p> <p><i>Notes for answer:</i></p> <p>Factors could include issues of :</p> <p>Health and safety, Training, staff ratios to customers with adequate management supervision.</p> <p>How - staffing levels, management supervision, administration, requirements of health and safety, training, customer service policies and procedures relevant to posts deployed to.</p> <p>Why - staff customer ratios – effective, safe</p> <ul style="list-style-type: none"> - management supervision – monitoring control, responsiveness - health and safety – legal application and responsibilities - training – the needs of customers to ratio of staff deployed 	9 - 12	
	Total of Task B	20	

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 5	<p>Outline how a mystery shopper could be used.</p> <p>Points marked</p> <p>Some simple suggestions are made with little understanding of the relationship between the mystery shoppers' function and the actual customer service practices and procedures the organisation claims to be following.</p> <p>Within the answer expect to see evidence of what the mystery shopper has been asked to do.</p> <p>Mystery shopper can be used to:</p> <ol style="list-style-type: none"> 1. See what in reality is being done 2. Able to compare this reality with customer service practice and procedures as the organisation expects from all staff. 3. Observe individual staff members and appraise 4. Create a specific situation and see how staff respond 5. Evaluate customer/staff interaction 6. Highlight any major weaknesses in CS provision 	4	AO1
0 6	<p>Explain how an organisation could use feedback from the mystery shopper in the planning and preparation of its customer service.</p> <p>Level 1 - Basic</p> <p>Some degree of feedback is provided in a basic form that is not necessarily relevant to planning or preparation and with weak links as to how this would affect the organisation in the future.</p> <p>Level 2 - Clear</p> <p>Answers at this level should show a relationship between how the CS practice and procedures in place at the organisation are examined and assessed by the mystery shopper to the degree that the actual findings show any gaps in provision and clearly highlight the need for change or improvement in current CS practices and procedures, or confirm that CS is as required by the organisations standards.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2

07	<p>Assess the usefulness of surveys in the development of customer service.</p> <p>Level 1 - Basic Claims will be made how information can tell organisations all manner of things which can then be acted on, however no mention is made of how relevant the survey must be to the needs of the organisation, and the manner in which it is conducted to get best results. At the higher level there must be some link between customer service provision and what the customers are able to provide that can influence it in the future.</p> <p>Level 2 - Clear Here there is an expected link between the efforts of the organisation to find out what the customer thinks and feels about the customer service provision being given by the organisation. The survey process should be understood as a method to obtain specific information on customer perceptions of the organisation's CS. To reach the top end of this level there must be supporting evidence given as to how the survey highlights what the customers feel is and how the organisation responds to it.</p> <p>Level 3 - Detailed At this level there is a distinct awareness that a survey is a marketing tool which enables an organisation to see if there is a gap in provision in customer service as perceived by the customer, or if in fact it confirms good practice and procedures. At the higher end comments will be made as to how a survey can ascertain from customers what they feel is missing or in what way existing practices can be improved on to benefit the organisation's current customer service provision.</p>	1 – 4	AO1 AO2 AO3 AO4
		5 – 8	
		9 – 10	
	Total of Task C	20	

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 8	<p>Use fig 1 which provides information about a specific customer service scenario in a leisure organisation, and then you are to: Discuss whether Sarah Johnson's experiences were adequate to provide her with the product and service knowledge that she needed.</p> <p>Level 1 - Basic Provides mainly facts as in figure one with little or no reasoned opinion regarding how the new member of staff in real situations involving customers would have acquired actual customer service experiences to satisfy the organisations.</p> <p>Level 2 - Clear Here there would be direct reference to how this new staff member would have watched and learnt from others on the job, and through their experiences delivered what was regarded satisfactory due to their natural ability in dealing with customers in various scenarios and activities. However, there must be specific references to gaps in her training provision, that induction would have covered. Specific references to any customer service experiences that would be acquired in this process would get to the top of level 2.</p> <p>Level 3 - Detailed At this level there needs to be some constructive criticism in how Sarah's experiences would not have covered all the customer service procedures and practices that the organisation would expect. Also she would not have dealt with after sales service. Comments of this nature would bring it into level three providing they are well developed.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO4</p>

09	<p>Discuss how a well-trained and knowledgeable workforce contributes to a leisure organisation's competitive edge.</p>		
	<p><i>Notes for answer</i></p> <p>Answers to Q4b involving staff training and its knowledge contributing to an organisation's competitive edge should have some of the following features, the fewer the lower the level, the higher the greater the marks awarded.</p> <p>A full answer is likely to refer to high quality customer service provision which may refer to some of the following points:</p> <ul style="list-style-type: none"> • Uniform approach by all staff to CS practices and procedures • Same deliver of CS provision across organisation levels • All staff including management perform to high standards • Consistency in product and service delivery • Staff interact at a consistent level that contributes to efficiency, accuracy in communication and leads to fewer mistakes • Staff are more effective as a unit that leads to better CS outcomes for customers • Staff are satisfied and confident in CS delivery • Training on the job with feedback or assessments a feature of their professional reviews and reinforces good practice and outcomes for customers. 		<p>AO1 AO2 AO3</p>
	<p>Level 1 - Basic</p> <p>Very basic and obvious statements will be made with little or no explained evidence to support them e.g. the staff all work together to deliver excellent customer service which gives them the edge over its competition. Some attempt to provide specific detail to the organisations staff is discussed e.g. Mention of staff working together so that the customers get the same type of service wherever they are in the organisation.</p>	1 – 4	
	<p>Level 2 - Clear</p> <p>At this level statements should be supported with evidence that clearly shows the effects of a well trained and knowledgeable workforce, and in what way this gives it a competitive edge e.g. (All staff are able to respond to product/service questions that illustrates their effective training and therefore contributes to a competitive edge) also because of specific training and procedural methods all staff work to the same high standards and customer satisfaction can be measured by its customer rate over its competition in comparison. At this level the clear distinction is made about some aspect of the organisations procedures and practices in training staff which are in some way unique, special or more developed than in their competition.</p>	5 – 8	
	<p>Level 3 - Detailed</p> <p>Here there would be additional information to show how training and knowledge makes staff very effective in customer service provision. Detail should include: consistency of service quality of service professional delivery development of reputation.</p>	9 – 10	
	Total of Task D	20	