



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS02 A People Business

Mark Scheme

2008 examination - June 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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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: Key principles of successful customer service			
Question	Expected Response – Task 1	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>For one leisure organisation that you have studied you are to select one position that involves working directly with the public and:</p> <p>Outline the training in customer service procedures that this job would require. Explain how the training serves the needs of the customer as well as the organisation.</p> <p><i>Guidance for answers:</i></p> <p><i>Working directly with the public could include:</i> Over the phone, enquiries/information provision, booking, taking payments, reception, demonstration, Guidance, serving, assisting, product knowledge, providing security, administration.</p> <p><i>Training could include:</i> Role plays, information on policies and procedures, set methods of working practices, assessment and appraisal from observation and discussion</p> <p>Level 1 – Basic There may be an emphasis of just stating what the job is rather than illustrate the need for specific customer service training that will incorporate set procedures and approaches in how to deal directly with the public. At the upper end expect some kind of training to be shown or implied to specifically meet the needs of customers or the organisation in the position chosen.</p> <p>Level 2 – Clear Training must be outlined clearly Both customers and organisation need to be addressed to reach this level. Also to show how training is essential if customer service practices are to be followed. At the upper end the position outlined should clearly demonstrate the need for training, which would both serve the needs of the customer and benefit the organisation.</p> <p>Level 3 - Detailed To reach this level detail of training practices that are purpose-built for the position outlined need to be described so that delivery of customer service procedures is most effective. At the higher end evidence of the effectiveness of training needs to be linked with meeting the needs of the customers and the organisation.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2</p>

Question	Expected Response – Task 1	Mark Allocation	Assessment Evidence Criteria
<p>1(b)</p>	<p>Select a different job in your chosen organisation that involves administration procedures. Give examples of internal and external customer service procedures that would be needed. Explain how these procedures benefit both the organisation and the customers.</p> <p><i>Guidance for answers:</i></p> <p><i>External customers will pay the organisation for any product or service. Internal customers are within the organisation or any partners it deals with.</i></p> <p>Level 1 - Basic Candidates may provide only superficial detail of administration duties that may include answering the phone, taking down some form of information or interacting with other staff. The benefits will only be focused on either the organisation or the customer at this level.</p> <p>Level 2 - Clear To reach this level, examples of administrative procedures must involve the staff dealing directly with the customer or other staff. This could show how customer service issues of speed and accuracy, forms of communication and efficiency will all help to demonstrate good practice that benefits both the customer and the organisation. At the upper level there must be mention of how both internal and external CS is important for the smooth running of the organisation and effective customer service.</p> <p>Level 3 - Detailed Detailed format that shows a strong relationship between good internal interaction between staff and its procedures. At the higher level examples should justify outcomes which would affect both customers and organisation and also illustrate the need for equal emphasis on both internal and external customer service for successful outcomes to all parties. Good internal procedures can add value to external customer service.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2</p>
	<p>Total for Question 1</p>	<p>20</p>	

Assignment Task 2: Staff and their Communication with Customers			
Question	Expected Response – Task 2	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>For one leisure organisation that you have studied explain, using examples, the impact that technology has on communication with customers.</p> <p>Higher marks will be accessed by students who can show how customer service can be enhanced by technology.</p> <p>Level 1 – Basic A vague description of some technology with little actual application to how it benefits customer service practices. At the top end some attempt to develop how communication through technology can be more effective, have greater impact and as a result provides a more effective outcome Eg. Waiter has a hand held devise to take the order.</p> <p>Level 2 – Clear There is a clear application between specific forms of technology and how these benefit the customer either in terms of time, accessibility, information provision and decision making processes. At the higher end there is a clear link established between technology and its impact on customers through well evidenced examples which show how the customer has clearly benefited and in what way. Eg. Waiter has a hand held devise to take the order which immediately is logged in the kitchen thus speeding the whole serving process and also increasing accuracy.</p> <p>Level 3 - Detailed At this level technology should be seen as a tool that provides a better CS provision either through greater understanding or improved communication. Examples will show technology in action to prove points being made e.g. Electronic tracking system for complaints to determine progress. Visual information to aid customer understanding and a variety of technological methods to enable communication to customers to be made face to face or at a distance.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>

Question	Expected Response – Task 2	Mark Allocation	Assessment Evidence Criteria
<p>2(b)</p>	<p>Explain how staff in a leisure organisation can use verbal and non-verbal communication to maintain or improve the image of the organisation.</p> <p><i>Verbal communication could comprise of:</i> Face to face interaction, information provision by instruction, advice or whilst demonstrating; including written words. It could also include creation of a mood, feel good factor, being friendly, engaging in conversation to show care and consideration paying a compliment, asking if everything is alright, so show empathy and understanding of any problem, dealing with a complaint, or providing an answer.</p> <p><i>Non- verbal communication could comprise of:</i> Body language, personal presentation, gestures, nods of approval, arm movement to make a point or give direction or emphasise a point, giving a cue by a look of approval or disapproval, signals to start or stop, smile or frown, laughter, touching in appropriate manner - on the arm, back, handshake.</p> <p>Level 1 - Basic At this level candidates only provide a superficial outline of verbal/non-verbal communication (NVC) with little development of its purpose. At the top end of Level 1 an attempt to show how at least one relates to the organisation’s image e.g. Friendly staff means friendly club.</p> <p>Level 2 - Clear Clearly shows how both non-verbal and verbal practices can or could create a better working environment in which the customer feels valued and at ease and as such improves the image of the organisation. At the top level examples should clearly illustrate such issues for both verbal and non-verbal. E.g. clear statement of organisation’s desired image, then relate voice style/language used/nature of staff appearance, behaviour and attitude together with written.</p> <p>Level 3 - Detailed At this level there is a balanced account of how non-verbal and verbal communication is used to meet customer needs and in this way reinforces the perception customers have of the organisation. At the highest level there is a correlation between the image the organisation wishes to promote and the manner in which its staff actively engages with the customer to reinforce this.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>
	<p>Total for Question 2</p>	<p>20</p>	

Assignment Task 3: Providing for customer needs and expectations			
Question	Expected Response – Task 3	Mark Allocation	Assessment Evidence Criteria
3(a)(i)	<p>Explain how Royton Sports Centre swimming pool has organised its summer programme to appeal to a range of customers with different needs.</p> <p>Level 1 – Basic At this level appeal is not really developed or explained as a pull factor. In what way the summer programme does reach out to a variety of customers will be mentioned but with few needs developed.</p> <p>Level 2 – Clear Clear understanding of how a summer programme is trying to meet the needs of various customer groups e.g. schoolchildren, adults, families. Also how these groups are pulled by the appeal of certain activities which motivates them to engage in the activity. At the top end also provides details from the programme to show how the normal day to day community needs are still being met e.g. ante-natal classes. To reach top of L2, shows clear understanding that the programme is during the school summer holidays.</p>	<p>1 - 3</p> <p>4 - 5</p>	<p>AO1 AO3</p>
3(a)(ii)	<p>Suggest one way in which the summer programme could be improved for customers. Justify your suggestion.</p> <p>Level 1 - Basic The one improvement is vague and not developed to show how it benefits the customers. At the top end there is an attempt to develop the suggestion to show how it would appeal to the customer.</p> <p>Level 2 - Clear There is a clear suggestion which has been well thought out in terms of its real application and its meeting of customer needs. This is further developed by the suggestion of something that is new, an extension of an existing activity which is therefore improved or a mass activity which is fun and appealing. e.g. snorkelling for beginners, raft race, small canoeing, senior citizens zoned area.</p>	<p>1 - 3</p> <p>4 - 5</p>	<p>AO3 AO4</p>

Question	Expected Response – Task 3	Mark Allocation	Assessment Evidence Criteria
<p>3(b)</p>	<p>Explain the customer service issues that any leisure organisation would need to consider if it was planning a summer programme for children under ten.</p> <p>Level 1 - Basic Addresses at least one issue and mentions it, and at the higher level there would be some attempt to consider more than one, although they may not be fully explained. The issues may not be very relevant in terms of safety, staff qualifications or children’s legal cover.</p> <p>Level 2 - Clear Here the issues are clearly structured to consider staff implications, health and safety issues and proper delivery for the age range. At the higher level good examples to illustrate these points to show understanding of the issues e.g. Staffing must have appropriate qualifications and be police cleared to work with children is now an essential factor that must be mentioned to gain this level. Specific equipment may be required for children’s needs.</p> <p>Level 3 - Detailed Here should be evidence that there is due consideration for the duties of the organisation and its responsibilities both for the children and parents. Specific points should illustrate this. The duty for providing customer service to the parents is directed at health and safety issues whilst the value for money for children taking part would focus on enjoyment, participation and achievement on the course. These considerations for both parents and children need to be discussed to attain this level.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO2 AO3</p>
	<p>Total for Question 3</p>	<p>20</p>	

Question	Expected Response – Task 4	Mark Allocation	Assessment Evidence Criteria
<p>4(b)</p>	<p>Identify two other methods that could be used by your chosen leisure organisation to obtain customer feedback. Discuss the suitability of these methods for use within the organisation in developing its customer service.</p> <p><i>Methods which could be used to provide customer feedback: Survey, questionnaire, focus group, feedback sheet, informal customer feedback given verbally.</i></p> <p>If the same method as used in 4(a) is repeated here the answer can not attain a mark higher than 5/middle L2.</p> <p>Level 1 - Basic Outline of methods is given but little development as to why they are specifically suitable. At the higher end suitability is explained in one of them. E.g. Focus group of children to discuss the recent five a side mixed football league and find out what they think of it and whether it should be repeated in the future.</p> <p>Level 2 - Clear States how the method is suitable for the organisation and links this to improving the organisation’s customer service practices. Done once – bottom/middle L2, done twice – middle/top L2. At this level their suitability is explored both with reference to the outcomes of the method and what exactly it provides in terms of information that the leisure organisation can then use. At the higher end clear distinctions are made regarding information gleaned and the customer service development planned from it. E.g. survey conducted on participants leads to specific changes in delivery of fitness for over 50s; Focus groups of users lead to the introduction of mini basketball in holiday periods and 4pm-6pm midweek.</p> <p>Level 3 - Detailed At this level there should be an attempt to synthesise the information so that the different information sources provide customer service focus from different perspectives to make the organisation’s customer service more effective. The higher level would clearly detail this by examples from the methods employed and illustrate how they could cross reference to provide a more effective form of feedback for planning purposes.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO3 AO4</p>
	<p>Total for Question 4</p>	<p>20</p>	