



**General Certificate of Education
January 2011**

Leisure Studies

LS02

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 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 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
0 1	Name one leisure organisation that you have studied Describe two ways in which design planning in your chosen organisation has anticipated customer needs. Explain how meeting these needs may limit the number of dissatisfied customers. Suggestion could include: <i>Ramp for disabled – toilets for children – lift for customers – special lighting in sports area. Stairways and windows.</i> Any suggestions should fit in with anticipating customer needs. Answers need to address how each specific design plan has contributed to meeting customer needs and also by its effectiveness limit any potential customer dissatisfaction. <i>Outdoor surfaces specially adapted to meet all weather conditions.</i> <i>Special lighting when daylight is not sufficient.</i> <i>Adapted entrances/exits for disabled/old people.</i> <i>Seating provision for rest/recreation/food intake.</i> <i>Signages to assist, deter, warn or guide.</i> <i>Windows to provide light and ambience.</i> Development of how meeting needs would then limit possible customer dissatisfaction could be along the lines of: <i>As a result of outdoor surfaces meeting all weather conditions sports can be played all year round with no disappointment from cancellations.</i> <i>Special lighting prevents complaints of poor visibility and loss of enjoyment in the experience of the activity.</i> There will be other possibilities but with each suggestion there is to be a clear link with how it meets customer needs and also in what way it limits possible customer dissatisfaction.		AO1 AO2 AO3

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

	Level 1 – Basic Answer provides basic description of the two measures identified. At the higher end there may be a link but little or no reference to anticipation and limitation of customer dissatisfaction. If only one area is described, answer remains in L1. Level 2 – Clear Answer is clear and provides evidence of customer needs being met by the design planning and then develops to show how it also averts customer dissatisfaction. Top answers must make reference to the organisation studied.	1 – 4 5 – 8	
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0 2	When telephoning some leisure organisations, customers hear an automated reply. Discuss the strengths and weaknesses of automated telephone answering services as a method of communicating with customers. Possible answers Strengths <i>Telephone system can divert callers to appropriate information sources and save staff time.</i> <i>Frees staff from mundane or routine issues.</i> <i>Could provide information services day or night outside opening times.</i> <i>Avoids customers being transferred from an initial call to another person.</i> <i>There is no need for a switchboard operator.</i> Weaknesses <i>Not all issues can be optional for further information, leaving customers frustrated with their call.</i> <i>The information given is not always that which is needed.</i> <i>If there are a large number of options then customers are required to listen to each and try to remember which would be the most appropriate for their needs.</i> <i>Not all people can decide which option is the best and could choose the wrong one in any case.</i> <i>Many people prefer a human voice to an automated one.</i>		AO1 AO2 AO4
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Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	Level 1 – Basic Basic list of both strengths and weaknesses with at least one of each explained to attain the top of level 1. Only strengths and weaknesses max 2 marks.	1 – 4	
	Level 2 – Clear The strengths and weaknesses should be developed to show how they affect the customer and how outcomes are both beneficial or not.	5 – 8	
	Level 3 – Detailed Here the strengths and weaknesses are explained in such a way that the outcomes and effect on customers are evidenced and support conclusions drawn. At this level a range of issues e.g., time constraints, quality of outcome and fit for purpose will be dealt with. Also the pertinent point that automation with a choice of human intervention where necessary is the optimum outcome may be made for this level. At the top of level 3 for 11-12 marks the answer must make reference to benefits/weaknesses to both customer and organisation.	9 – 12	
	Total of Task A	20	

Task B	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 3	Name one leisure organisation that you have studied. Explain how this leisure organisation's customer service could provide it with a competitive edge over other leisure organisations. Competitive edge can be based on: <i>quality of service or product,</i> <i>customer/staff interaction,</i> <i>staff knowledge/experience,</i> <i>friendliness,</i> <i>technology/design planning,</i> <i>facilities offered,</i> <i>ambience – mood created,</i> <i>value for money based on a variety of customer service additions,</i> <i>consistency of outcome and provision,</i> <i>competitor customer service is known and surpassed,</i> <i>superior training and ongoing customer service evaluations.</i> Level 1 – Basic Brief description of customer service which may give the organisation an edge over competitors. Simple customer service outcomes are made with little development. At the top end at least one customer service point is considerably explored. Simple bullet points – 2 marks max. Level 2 – Clear A clear answer shows a range of customer service issues in which an organisation can try to provide a better service than its competitors and these factors will be identified. Each issue has to be well structured and shown to be customer orientated for top marks. Also for top marks there needs to be links between the various factors of customer service discussed and the competitive edge. The top of the level needs a balanced answer including facilities and services.	1 – 4 5 – 8	AO1 AO2 AO3

0 4	For two leisure organisations that you have studied, compare the extent to which providing good customer service has encouraged a well-motivated and efficient workforce. <i>Clear comparison of some customer service provision that is linked to:</i> <i>comparison of what staff are expected to do,</i> <i>comparison of what staff actually do in reality,</i> <i>comparative evidence of motivated staff by reference to their effectiveness, productivity, team spirit,</i> <i>comparative evidence of an efficient workforce,</i> <i>compare links between provision, expectation, reality and effects of customer service.</i> Level 1 – Basic There is not a clear group of issues and only limited information about some of an organisations customer service procedures is presented. At the higher end an attempt is made to show how implementation of good customer service delivery could effect either staff motivation or efficiency. 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. Level 2 – Clear Customer service provisions are clearly detailed and the links to motivation and efficiency are developed. At the top end at least one of motivation or efficiency is well developed. 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. Level 3 – Detailed Here there is a comparison as to how good customer service provision in both organisations enables staff to feel confident with customers and it motivates them to succeed. This together with a consistency and application across the staff creates a very efficient workforce. 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.	1 – 4 5 – 8 9 – 12	AO1 AO2 AO3 AO4
	Total of Task B	20	

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

Task C	Expected Answers	Mark Allocation	Assessment Evidence Criteria
0 5	An exit survey of customers leaving a leisure organisation is a way to obtain information about their experiences. This enables the organisation to evaluate its customer service provision. Write four questions for an exit survey. Explain how the answers would help the organisation to evaluate its customer service provision. Information regarding types of answers could include: <i>Different responses to questions can be based on the type of question format which can be open, qualitative, numerical or factual. Questions can be based on the provision of ready made answers and you simply tick the one you agree with, or the customer can be asked what they have done or would like to do. Questions can also provide for a graded system of reply or an open opinion about a customer service issue. Examples of question format are: multiple answers – a range of feelings – graded scores, factual information – open opinion.</i> <i>The questions asked should be capable of obtaining specific information regarding what customers think or feel about the leisure organisations customer service. The questions may be linked to provide a more in depth look at a particular aspect of customer service or they can be across the range of leisure organisation customer service issues. The type of response allows for feelings to be gauged, measured and assessed across the whole survey for feedback. From this the organisation is able to deduce what is satisfactory and what is not dependant upon the actual question format allowing for this.</i> Level 1 – Basic Basic description of four appropriate questions to get up to top of level 1. List of four questions = 2 marks max. Level 2 – Clear Details of how responses can be used to make changes. Here the outcomes from the exit survey can be clearly identified and conclusions made as to what this means and how by responding to customer views, thoughts and opinions the organisation can make changes or improvements to customer service provision in the organisation. At the higher level there is a link between some of the questions to give more depth in information obtained.	1 – 4 5 – 8	AO1 AO2 AO3 AO4

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

	Level 3 – Detailed At this level a more strategic view is presented as to the significance of customer feedback enabling a more concise and relevant evaluation to be made of current customer service provision. The questions and subsequent answers clearly show the required detail of information that will lead to change or keep current customer service practices and outcomes. Top of the level: Well balanced answer which demonstrates that the responses to the questions may be used for strategic planning.	9 – 12	
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0 6	Name one leisure organisation that you have studied. Explain the advantages for that leisure organisation of using a 'focus group' to plan and prepare future customer service. The answers should include some information about the method used by the focus group research format to show how information is obtained that is more in-depth due to procedures which would be developed. Focus Groups <i>Five to ten volunteers in a special area for discussion led by a professional speaker with prepared questions and answers often recorded for accuracy and evaluation.</i> <i>Group is given refreshments and sometimes a gift voucher for taking part, which will relax them and encourage them to participate.</i> <i>Discussions are about specific topics related to customer service. The method of focus group will be in a relaxed atmosphere encouraging responses from all participants which provides views, opinions and feelings regarding specific issues the organisation wants to know about.</i> <i>The focus group meeting is controlled by the leader who ensures that all take part and that no one hogs the show. They are experts in leading discussions and getting people to express themselves about their experiences.</i> Level 1 – Basic Demonstrates an understanding of focus group structure and basic functions. At the top end there may be an attempt to link the method with the results it can get. Level 2 – Clear The method of research into customers' views is clearly explained and there is strong reference as to how this method is suitable to finding out what customers think. At the higher end there is an emphasis on how in a relaxed mood and through constructive dialogue the opinions and feeling of customers can be explored to a far greater extent than that of a questionnaire or survey. There is a direct link between the discussions of the focus group, the information that comes out from the discussion and the effects it has on future customer service outcomes. Top answers must make reference to the organisation studied.		AO1 AO2
	Total of Task C	20	

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

Task D	Expected Answers	Mark Allocation	Assessment Evidence Criteria															
0 7	Leisure staff, including waiters, require a number of customer service skills. Explain how different types of customer service skill can contribute to successful staff-customer interaction. Answers based on: <i>A range of customer skills that could be employed and could then be developed in the context of their use are:</i> <table><tr><td><i>Listening</i></td><td><i>Politeness</i></td><td><i>Handling complaints</i></td></tr><tr><td><i>Friendliness</i></td><td><i>Service</i></td><td><i>Handling an order</i></td></tr><tr><td><i>Helpful</i></td><td><i>Non-verbal</i></td><td><i>Verbal communication</i></td></tr><tr><td colspan="2"><i>Payment transactions</i></td><td><i>Product knowledge</i></td></tr><tr><td colspan="3"><i>Customer management</i></td></tr></table> Level 1 – Basic A number of the above skills are named but little explanation is given. At the higher end some attempt to show how these skills actually make a difference to the customer. Level 2 – Clear Here there should be a number of skills identified, with an explanation of how these skills effectively meet the customers’ needs. Top of the level: Well balanced answer addressing a range of skills.	<i>Listening</i>	<i>Politeness</i>	<i>Handling complaints</i>	<i>Friendliness</i>	<i>Service</i>	<i>Handling an order</i>	<i>Helpful</i>	<i>Non-verbal</i>	<i>Verbal communication</i>	<i>Payment transactions</i>		<i>Product knowledge</i>	<i>Customer management</i>			1 – 4 5 – 8	AO1 AO2 AO3
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0 8	Customer service is not just about meeting the needs and expectations of the customer; at times, it requires creative thinking to anticipate problems and to deliver solutions. You are a newly appointed duty manager of a sports museum. You have just found out that on the following day a large school party of 100 children will visit the museum, and a number of issues have come up. <u>Issues on the day of visit</u> You are due to officially open the new museum extension covering USA sports at 11am. There will be an additional charge on top of the normal admission to visit the US sports extension, but owing to an administration error, this charge has not been publicised. San Diego Chargers American football club are on a European promotional tour and have asked whether their 60-strong team can visit in the morning. You have learnt that there is going to be considerable media interest in the visit of the US football team and TV and national newspapers are going to be present. The café was due to be closed all day for a health and safety inspection which needs to be carried out within the next three weeks. The school is unaware of the extra charge to visit the US sports extension. Consider the issues outlined above. Explain the actions that you would take as duty manager to win over your customers and to head off potential complaints. Answers based on meeting customer problems which should be identified as: <i>Café unavailable,</i> <i>Additional charge to the USA sports extension,</i> <i>Considerable media interest on the day,</i> <i>American football team to visit.</i> These then are the issues facing the duty manager. S/he has today to sort out a strategy to face up to the problems created by them.		AO1 AO2 AO3 AO4
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	Actions to be taken regarding the above situations in order to meet customer needs can be: • <i>Phone both USA team and school party to inform of above issues.</i> • <i>Regarding any disappointments look at positive actions that could be taken such as:</i> ○ <i>Notify press and get American team and school party on press story</i> ○ <i>Let football team know of school visit and include this in their PR with autographs and photo opportunities</i> ○ <i>Allow free admission due to late notice</i> ○ <i>Arrange H&S inspection on another day</i> ○ <i>Let school know of US football team visit to create added excitement</i> ○ <i>Any other suggestions which could include trying to cope with, closed café and some form of cut price admission is possible but would be judged on its merits and argued outcomes.</i> Level 1 – Basic The basic problems are stated but with very limited ideas for dealing with the problems. Some actions may be inappropriate. At the higher end at least one proposal has been developed. Level 2 – Clear Problems and attempts to deal with them are outlined but also communication with school group to advise of potential inconvenience and disappointment. At the higher end there should be a plan of action as to what is the best way to deal with the problems on the day and at least one idea as to how to make the most of the American football team visit. At this level the proposals should be more on meeting expectations of customers and making the most of circumstances e.g., involving children, football team and media together with opportunities that might arise. Level 3 – Detailed A fully detailed plan which is aware of all the issues and provides adequate responses to each problem. At the higher end some creative thinking as to how to ward off complaints and inconvenience will be developed. At this level would be the relationship between creative customer service provision to ensure maximum satisfaction on the day for all parties concerned and what actions are needed to make any changes, cancelled charges on the day only and maximum opportunity to milk the media to show effective customer service provision for all to see and go beyond the children's expectations. Top level: All five issues have been addressed, and realistic proposals offered.	1 – 4 5 – 8 9 – 12	
	Total of Task D	20	