

# **Applied Business**

Advanced Subsidiary GCE

Unit **F243**: The Impact of Customer Service

## **Mark Scheme for January 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	The response given is 'Unclear' to the marker.
	'Benefit of doubt' but credit given.
	To indicate the response is in 'Context' of the relevant case study.
	Response is incorrect, no credit can be given.
	Use for level of response answers to indicate Level 1
	Use for level of response answers to indicate Level 2
	Use for level of response answers to indicate Level 3
	Use for level of response answers to indicate Level 4
	The response is not incorrect but has 'Not answered the question'.
	Own figure rule. Use where indicated in the mark scheme.
	'Repeat' Response repeats the same marking point.
	'Noted but no credit given' or to indicate all or part blank answer pages have been seen by the marker.
	Correct point/answer. Credit can be given.

**Subject-specific Marking Instructions****Testing of QWC**

In this external assessment the assessment of QWC will take place in Question 4c which is a levels of response question and carries 12 marks.

Marks are embedded within this question for assessing the quality of written communication. The following criteria are embedded within the levels of response for Question 4c.

**Level 4:**

Ability to present relevant material in a well planned and logical sequence. Material clearly structured using appropriate business terminology confidently and accurately. Sentences, consistently relevant are well structured in a way that directly answers question. There will be few, if any errors of grammar, punctuation and spelling.

[4 marks representing the appropriate level of written communication are embedded in this level of response].

**Level 3:**

Ability to present relevant material in a planned and logical sequence. Appropriate business terminology used. Sentences for the most part relevant presented in a balanced, logical and coherent manner which addresses the question. There will be occasional errors of grammar, punctuation and spelling.

[3 marks representing the appropriate level of written communication are embedded in this level of response].

**Level 2:**

Limited ability to organise relevant material. Some appropriate business terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.

[2 marks representing the appropriate level of written communication are embedded in this level of response].

**Level 1:**

Ability to communicate at least one point using some appropriate business terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

[1 mark representing the appropriate level of written communication is embedded in this level of response].

Question		Answer	Marks	Guidance
1	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• questions can be specific/focused</li> <li>• feedback can be elaborated on</li> <li>• responses can be clarified</li> <li>• flexibility/adaptability</li> <li>• more detailed.</li> </ul> <p>Exemplar response: Eg Questionnaires can be answered in more detail <b>(1)</b> providing more information to the business <b>(1)</b>.</p>	4	<p><b>AO1: 2 AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p>Must be benefits to face to face.</p> <p>Do <b>not</b> award repetition.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• respondents could be influenced/intimidated</li> <li>• expensive</li> <li>• time consuming</li> <li>• difficult to get quantitative information.</li> </ul> <p>Exemplar response: Eg It is a time consuming process <b>(1)</b> because only one person can be questioned at a time <b>(1)</b>.</p>	4	<p><b>AO1: 2 AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.</p> <p><b>Must</b> be limitations of face to face.</p> <p>Do <b>not</b> award repetition.</p>
	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• informal comments</li> <li>• suggestion boxes/board</li> <li>• freephone numbers</li> <li>• focus groups.</li> </ul> <p>Exemplar response: Eg Focus groups <b>(1)</b>.</p>	4	<p><b>AO1: 4</b></p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Do <b>not</b> award</p> <ul style="list-style-type: none"> <li>• mystery shopper</li> <li>• general observation</li> <li>• survey</li> <li>• type of questionnaire, eg postal.</li> </ul>

Question		Answer	Marks	Guidance
	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• keep up to date with customer needs/expectations</li> <li>• improve competitiveness</li> <li>• strengthen customer relationships</li> <li>• problems can be easily identified</li> <li>• positive feedback can motivate staff</li> <li>• negative feedback can be used to make improvements</li> <li>• positive feedback can be used in marketing literature.</li> </ul> <p>Exemplar response: Eg Improve customer retention <b>(1)</b>.</p>	4	<p><b>AO1: 4</b></p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Do <b>not</b> accept 'keeps customers happy'.</p> <p>Do <b>not</b> award repetition.</p> <p>Do <b>not</b> award consequential impacts of reasons.</p>
2	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• within the business</li> <li>• receipt of service provided by another worker.</li> </ul> <p>Exemplar response: An internal customer is an individual or team/department which relies on other individuals/teams/departments from the same organisation <b>(1)</b>.</p>	1	<p><b>AO1: 1</b></p> <p>For one mark.</p> <p>Both points for one mark.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• families</li> <li>• school children</li> <li>• retired people</li> <li>• overseas visitors/Non-English speakers</li> <li>• disabled visitors</li> <li>• coach parties.</li> </ul> <p>Exemplar response: Eg School children <b>(1)</b>.</p>	3	<p><b>AO2: 3</b></p> <p>One mark for each correct identification up to a maximum of three identifications.</p> <p>Only one mark for overseas visitors and non-English speakers. Do <b>not</b> award both.</p> <p>Answers <b>must</b> be taken from the case study.</p>

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	(c)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• provides information in their own language</li> <li>• these customers will have a more enjoyable experience</li> <li>• greater understanding of exhibits.</li> </ul> <p>Exemplar response: Eg It will mean foreign visitors will have a more enjoyable experience <b>(1)</b>.</p>	2	<p><b>AO2: 2</b></p> <p>One mark for each correct identification up to a maximum of two identifications.</p> <p>The benefits <b>must</b> be from the customer perspective <b>not</b> the business.</p>
	(d)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• not carrying out role properly</li> <li>• blocking the aisles in the shop</li> <li>• giving incorrect change</li> <li>• giving the wrong advice</li> <li>• shop untidy</li> <li>• not wearing protective clothing in the café</li> <li>• basic hygiene rules not followed</li> <li>• stock incorrectly priced</li> <li>• staff absenteeism</li> <li>• no recycling facilities</li> <li>• staff talking to each other instead of serving customers.</li> </ul> <p>Exemplar response: Eg Incorrect change being given out <b>(1)</b>.</p>	4	<p><b>AO2: 4</b></p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Answers <b>must</b> be taken from the case study.</p>

Question	Answer	Marks	Guidance
(e)	<p>Use levels of response criteria</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• improve customer service standards in the museum</li> <li>• address staff weaknesses</li> <li>• give staff more knowledge in order to conduct the tours</li> <li>• give staff more confidence</li> <li>• increase staff morale/motivation</li> <li>• introduce a common approach to customer service standards</li> <li>• improved/increase visitor satisfaction</li> <li>• improved/increase in visitor retention/loyalty</li> <li>• increase staff performance</li> <li>• referrals to potential visitors</li> <li>• increase in competitiveness</li> <li>• training costs money</li> <li>• training takes time.</li> </ul> <p>Exemplar response:  Eg Training programmes will improve customer service standards <b>(L1)</b> and increase staff morale <b>(L1)</b>. This could mean that the staff at <i>MMM</i> do not keep getting into trouble because they make mistakes such as not wearing the correct clothes in the café <b>(CONT)</b> <b>(L2)</b>. This is important to <i>MMM</i> because good customer service could result in referrals <b>(L3)</b>. It could also mean that more volunteers turn up for their shift <b>(L2)</b> because they are more motivated. However, training costs time and money <b>(L1)</b>. <i>MMM</i> does not have a lot of spare cash <b>(CONT)</b> at the moment which might make it difficult to pay for the training <b>(L2)</b>. The greatest benefit to <i>MMM</i> is likely to be the increased levels of referrals and new business given the withdrawal of government funding <b>(CONT)</b> <b>(L4)</b>.</p>	12	<p><b>AO1: 3 AO2: 3 AO3: 3AO4: 3</b></p> <p><b>Level 4 (10–12 marks)</b>  Candidate evaluates the effects on <i>MMM</i> of introducing a training scheme.</p> <p><b>Level 3 (7–9 marks)</b>  Candidate analyses the likely implications to <i>MMM</i> of having a training programme.</p> <p><b>Level 2 (4–6 marks)</b>  Candidate applies knowledge and understanding of the likely implications of introducing a training programme at <i>MMM</i>.</p> <p><b>Level 1 (1–3 marks)</b>  Candidate identifies the benefit(s) of training programmes with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you to allocate the marks within that level.</p> <p><b>Do not award ‘volunteers’ as context.</b></p> <p>Context should be annotated every time L2/L4 is awarded with the ‘CONT’ annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p>



Question		Answer	Marks	Guidance
3	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• present a good image of the business</li> <li>• provide information to customers</li> <li>• polite/friendly/helpful</li> <li>• clean/tidy environment</li> <li>• safe environment</li> <li>• give accurate advice</li> <li>• keep accurate records</li> <li>• customer loyalty scheme</li> <li>• information provision/newsletter</li> <li>• disabled facilities</li> <li>• provide assistance to customers</li> <li>• deal with complaints</li> <li>• deal with problems</li> <li>• provide after sales service.</li> </ul> <p>Exemplar response: Eg Provide an after sales service <b>(1)</b>.</p>	5	<p><b>AO1: 5</b></p> <p>One mark for each correct identification up to a maximum of five identifications.</p> <p>Do <b>not</b> award product range.</p>
	(b)	<p>Use levels of response criteria</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• clarity/lack of confusion</li> <li>• same set of guidelines</li> <li>• fairness/equality</li> <li>• consistency</li> <li>• monitoring</li> <li>• staff will know what is expected of them.</li> </ul> <p>Exemplar response: Having a single code of practice will mean that the levels of customer service are consistent <b>(L1)</b>. Staff at <i>MMM</i> would know what is expected of them whether they worked in the café or the shop or doing the tours <b>(CONT) (L2)</b>. Improving the customer service levels and encouraging repeat custom <b>(L3)</b>.</p>	9	<p><b>AO1: 3AO2: 3AO3: 3</b></p> <p><b>Level 3 (7–9 marks)</b> Candidate analyses the benefits for <i>MMM</i> of having a single code of conduct.</p> <p><b>Level 2 (4–6 marks)</b> Candidate applies knowledge and understanding of the benefits of having a single code of conduct at <i>MMM</i></p> <p><b>Level 1 (1–3 marks)</b> Candidate identifies the benefits of having a single code of conduct with no use of context</p> <p>Please indicate each time a candidate achieves a particular level as this will help you to allocate the marks within that level.</p>

Question			Answer	Marks	Guidance
					<p><b>Do not award 'codes of practice' as context.</b></p> <p>Context should be annotated every time L2 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p>
	(c)		<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• impartial and objective advice</li> <li>• safety and security</li> <li>• clear information</li> <li>• have complaint listened to</li> <li>• disabled facilities</li> <li>• consumer rights to be upheld</li> <li>• value for money</li> <li>• staff to be helpful</li> <li>• after sales service</li> <li>• recycling facilities</li> <li>• good quality of customer service.</li> </ul> <p>Exemplar response: Eg Customers expect to be listened to when they complain to the organisation <b>(1)</b> which means that a senior member of staff should be available to deal with a complaint as soon as possible <b>(1)</b>.</p>	6	<p><b>AO1: 6</b></p> <p>One mark for each correct identification up to a maximum of three identifications plus one mark for each of three descriptions.</p> <p>Accept responses relating to product, price, location or promotion.</p> <p>Do <b>not</b> accept 'good service' unless qualified in the description.</p> <p>Do <b>not</b> award justifications.</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Indicative content and exemplar responses:</p> <ul style="list-style-type: none"> <li>• Sale of Goods Act/Sale and Supply of Goods Act <b>(1)</b> which relates to satisfactory quality <b>(1)</b></li> <li>• Trades Description Act <b>(1)</b> which relates to false advertising <b>(1)</b></li> <li>• Supply of Goods and Services Act <b>(1)</b> which relates to reasonable time, skill and care <b>(1)</b></li> <li>• Consumer Protection Act <b>(1)</b> which relates to product safety <b>(1)</b></li> <li>• Equality Act <b>(1)</b> relates to equal rights for all <b>(1)</b></li> <li>• Health and Safety at Work Act <b>(1)</b> relates to duty of care <b>(1)</b></li> <li>• Weights and Measures Act <b>(1)</b> which relates to the weight or size of goods being traded <b>(1)</b></li> <li>• Food Safety Act <b>(1)</b> which relates to sale of food, food labelling and food advertising <b>(1)</b></li> <li>• Working Time Directive <b>(1)</b> which relates to maximum number of hours which can be worked <b>(1)</b>.</li> <li>• Data Protection Act <b>(1)</b> which requires customer permission to pass on details to other organisations <b>(1)</b>.</li> </ul> <p>Exemplar response: Eg Data Protection Act <b>(1)</b> MMM cannot distribute personal information unless given permission <b>(1)</b>,</p>	8	<p><b>AO1: 4 AO2: 4</b></p> <p>One mark for each correct identification up to a maximum of four identifications, plus a further one mark for each of four descriptions.</p> <p>The name of the Act or regulation <b>must</b> be correct before any marks can be awarded for the description.</p> <p>Do <b>not</b> accept Customer Credit Act.</p> <p>Do <b>not</b> accept out of date legislation.</p>
	(b)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• comply with the law</li> <li>• to avoid being fined</li> <li>• to avoid being taken to court</li> <li>• to meet the needs of all customers</li> <li>• to target disabled customers</li> <li>• to improve reputation</li> <li>• increase visitors</li> <li>• increase profit</li> </ul>	4	<p><b>AO1: 2 AO2: 2</b></p> <p>One mark for a correct identification up to a maximum of two identifications plus a further one mark for each of two explanations.</p> <p>Accept generic context.</p>

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>to avoid being closed down.</li> </ul> <p>Exemplar response: Eg To comply with the law <b>(1)</b> therefore avoiding legal action being taken against the museum <b>(1)</b>.</p>		
	(c)*		<p>Use levels of response criteria</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>staffing</li> <li>training</li> <li>marketing</li> <li>marketing mix</li> <li>facilities</li> <li>product range and service.</li> </ul> <p>Exemplar response: Eg Responding to customer feedback can change the way a business manages its staff <b>(L1)</b>. Through feedback Danny will recognise the need to change the way he trains his volunteers <b>(CONT) (L2)</b>. This will change the way they work in the canteen and help ensure they give the correct change <b>(L3)</b>. Listening to customer complaints Danny may change the product range of the café to include Fairtrade products <b>(L2)</b>. This may lead to increased sales and profits <b>(L3)</b>. Overall, the most important influence that customer power would have on MMM's operations is on the training provision. This is because without the right service levels all products, even Fairtrade <b>(CONT)</b> ones, will be negatively perceived if they are served by staff with the wrong attitude <b>(L4)</b>.</p>	12	<p><b>AO1: 3 AO2: 3 AO3: 3 AO4: 3</b></p> <p>QWC is assessed in this question.</p> <p><b>Level 4 (10–12 marks)</b> Candidate evaluates how customer power might change the operation of the café at <i>MMM</i>.</p> <p><b>Level 3 (7–9 marks)</b> Candidate analyses how customer power might change the operation of the café at <i>MMM</i>.</p> <p><b>Level 2 (4–6 marks)</b> Candidate applies knowledge and understanding of how customer power might change the operation of the café at <i>MMM</i>.</p> <p><b>Level 1 (1–3 marks)</b> Candidate identifies how customer power would change the operation of a business with no use of context.</p> <p>Please indicate each time a candidate achieves a particular level as this will help you to allocate the marks within that level.</p> <p><b>Do not award 'café' as context.</b></p> <p>Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Indicative content:</p> <ul style="list-style-type: none"> <li>• register the business under the Act</li> <li>• information must be kept securely</li> <li>• the information must be accurate</li> <li>• the information should be kept for no longer than is necessary</li> <li>• the information must have been given freely</li> <li>• the visitor must agree to receive the newsletter</li> <li>• the information must be destroyed if requested by the visitor.</li> </ul> <p>Exemplar response: Eg The information must be accurate <b>(1)</b>. Appropriate changes which a visitor asks to be made should be done as soon as possible <b>(1)</b> so that the information is up to date at all times <b>(1)</b>.</p>	6	<p><b>AO1: 2 AO2: 4</b></p> <p>One mark for each correct identification up to a maximum of two identifications, plus up to a further two marks for each of two explanations.</p> <p>For award of full marks specific context is required.</p>
	(b)	<p>Use levels of response criteria</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• offer rewards</li> <li>• offer discounts</li> <li>• special offers</li> <li>• contact management</li> <li>• incentive to visit</li> <li>• recommendation to others</li> <li>• can encourage repeat business</li> <li>• used for frequent purchases</li> <li>• customer behaviour – repeat custom?</li> </ul> <p>Exemplar response: Eg A customer retention scheme could increase sales by offering a discount <b>(L1)</b>. In this case the incentive to come back and visit the museum <b>(CONT)</b> would be a discount on future admission fees <b>(L2)</b>. This should mean that more</p>	12	<p><b>AO1: 3 AO2: 3 AO3: 3 AO4: 3</b></p> <p><b>Level 4 (10–12 marks)</b> Candidate evaluates whether customer retention schemes are likely to increase visitor numbers at <i>MMM</i>.</p> <p><b>Level 3 (7–9 marks)</b> Candidate analyses how customer retention schemes are likely to increase visitor numbers at <i>MMM</i>.</p> <p><b>Level 2 (4–6 marks)</b> Candidate applies knowledge and understanding of customer retention schemes to <i>MMM</i>.</p> <p><b>Level 1 (1–3 marks)</b> Candidate identifies how customer retention schemes work with no use of context.</p>

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Question			Answer	Marks	Guidance
			<p>customers are likely to return, increasing visitor numbers throughout the year <b>(L3)</b>. However, because the museum <b>(CONT)</b> is currently the type of attraction that most customers would only visit once, then any customer retention scheme is likely to cost the business money without significantly increasing overall visit numbers <b>(L4)</b>. However if Danny could change the displays <b>(CONT)</b> on a regular basis, and therefore make it more attractive to repeat customers, then a customer retention scheme may be more effective <b>(L4)</b>.</p>		<p>Please indicate each time a candidate achieves a particular level as this will help you to allocate the marks within that level.</p> <p>Context should be annotated every time L2/L4 is awarded with the 'CONT' annotation.</p> <p>Non-contextual answer <b>max</b> Level 1.</p>

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