GCE

Leisure Studies

Advanced GCE **A2 H528**

Advanced Subsidiary GCE **AS H128**

Mark Schemes for the Units

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Advanced GCE Leisure Studies (H528)

Advanced Subsidiary GCE Leisure Studies (H128)

MARK SCHEMES FOR THE UNITS

G182 Leisure industry practice

Question	Expected Answer	Additional Guidance
1(a)(i) **State three benefits of the QUEST quality standard to a facility such as SSS.** **[3 marks]** **[3*1]**	**One mark for each correct identification up to a maximum of three identifications.** **Customers:** • ongoing improvement to service (✓); • increased focus on identifying and meeting customer needs (✓); • an independent assessment of the service customers receive (✓). **Organisation:** • better prepared for best value (✓); • a structured framework which supports the delivery of best practice services (✓); • an opportunity to have your organisation publicly recognised and endorsed to a UK-wide industry standard, better reputation (✓); • a recognised approach to managing your centre and/or team (✓). **Staff:** • improved motivation and understanding of their role and contribution within the organisation to meeting customer needs (✓); • improved continuous professional development (✓); • better understanding of the organisation's policies and objectives (✓). **Partners:** • greater support and recognition of the benefits of working together (✓); • improved understanding of shared values and objectives (✓); • independent assessment of the organisations performance (✓).	

Question	Expected Answer	Additional Guidance
1(a)(ii) **State three possible problems a facility such as SSS may have experienced in achieving the QUEST quality standard.** **[3 marks]** **[3*1]**	**One mark for each correct identification up to a maximum of three identifications.** • Everyone on the staff has to adopt the system (✓). • It might not suit all staff to work in this way (✓). • Persuasion might be needed to adopt standards and make changes (✓). • Resources to implement new processes might be scarce (✓). • Cost might be prohibitive (✓).	
1(b) **Identify two advantages to customers of an electronic membership scheme.** **[2 marks]** **[2*1]**	**One mark for each correct identification up to a maximum of two identifications.** • Fast (✓). • Reliable (✓). • Flexible (✓). • Hold vast amounts of data (✓). • Can be adapted quickly/ easily (✓). • Can provide a speedy online service which customers expect (✓). • No need to carry cash/ money	

Question	Expected Answer	Additional Guidance
1(c) **Discuss how the information gained through both systems can be used to develop its marketing strategy.** **[10 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate is able to demonstrate knowledge as to the content of one/both of these systems – i.e. basic list of information that can be collected. Indicative content: • Can track customers attendance and departure times very accurately. • Can capture customers needs and expectations. • Allows quantitative analysis. • Can help control access. **Level 2 – (3-4 marks)** The candidate develops their response and demonstrates their understanding with an attempt to describe how one/both of these systems are used in planning. No mention of strategy at this point. **Level 3 – (5-7 marks)** The candidate analyses how the information gained through one/both of these systems is used to develop its marketing strategy. **Level 4 – (8-10 marks)** The candidate discusses how the information gained through one/both of these systems is used to develop its marketing strategy.	No marketing strategy mentioned maximum Level 2. Only one system mentioned bottom part of each level. Features of a Level 3 response: Gives specific examples of strategies which could be implemented. Features of a Level 4 response: Identifies advantages and disadvantages of marketing strategy. L3 – 5 marks – candidate analyses how information gained through one system is used to develop its marketing strategy. L3 – 6-7 marks – candidate analyses how information gained through both systems is used to develop its marketing strategy. L4 – 8 marks – candidate evaluates how information gained through one system is used to develop its marketing strategy. L4 – 9-10 marks – candidate evaluates how information gained through both systems is used to develop its marketing strategy. One system max L4 low marks; two systems L4 high marks, membership and ticketing.

Question	Expected Answer	Additional Guidance
	Exemplar response: Ticketing systems and membership systems can hold vast amounts of information gathered from customers, including who visited at what time and attending which activity, (**L1**) and can give them an advantage over organisations in direct competition. Repeat business is vital for organisations to function; the information gained from the membership details could be used in direct marketing to customers who already use the organisation (**L2**). The information could be individualised to make the customer feel valued and be specific to their needs, increasing their chances of them coming back to the business. Equally the information gathered from a ticketing system can highlight either areas that are strong or weak and marketing can be used to reflect these positions. Areas, which are struggling in terms of a particular type of customer, could produce a campaign to target them specifically (**L3**). Promotional pricing could be used along side advertising to encourage the uptake of activities which are less popular. The organisation must also consider the cost versus the benefits of using strategies such as this, if the uptake does not increase, the cost of running promotional prices may not be recouped (**L4**).	

Question	Expected Answer	Additional Guidance
2(a) **Discuss how the Control of Substances Hazardous to Health (COSHH) Regulations impact on an organisation such as SSS.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate is able to identify theoretical aspects relating to COSHH Regulations. Indicative content: • The need to assess the risks to health from chemicals and decide what controls are needed. • The need to use those controls and make sure workers use them. • Make sure the controls are working properly. • Inform workers about the risks to their health. • Train workers. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of the Regulations to SSS. Evidence largely descriptive but contextualised. **Level 3 – (5-6 marks)** The candidate analyses the potential impact the COSHH Regulations will have on an organisation such as SSS. **Level 4 – (7-8 marks)** The candidate discusses the potential impact the COSHH Regulations will have on an organisation such as SSS.	L3 – 5 marks – candidate analyses one impact the COSHH Regulations will have on an organisation such as SSS. L3 – 6 marks – candidate analyses two or more impacts the COSHH Regulations will have on an organisation such as SSS. L4 – 7 marks – candidate evaluates one impact the COSHH Regulations will have on an organisation such as SSS. L4 – 8 marks – candidate evaluates two or more impacts the COSHH Regulations will have on an organisation such as SSS.

Question	Expected Answer	Additional Guidance
	Exemplar response: All organisations have to use chemicals during their everyday activities, and therefore have to abide by the COSHH regulations which means they need to assess the risks to health from chemicals and decide what controls are needed. They need to use those controls and make sure workers use them. Make sure the controls are working properly. Inform workers about the risks to their health and train workers in using COSHH (**L1**). In SSS COSHH means that before any member can use chemicals SSS must train the staff in how to use chemicals safely to ensure that the staff are not effected and that it remains a safe environment for customers (**L2**). In SSS they will use a range of chemicals prior to use they must carry out risk assessments in the use of chemicals, the people who are working for the organisation must be informed of these risks and the potential harm to their health, they must also at the same time train workers and give them systems to follow to ensure any risk to health is reduced or removed. The downside to this is that the staff must follow these if they are to work correctly (**L3**). SSS must use chemicals, but in order to do this effectively they must assess all of the risks that may rise from the use of chemicals. They must however act on this if they assess but do not put controls in place accidents will still happen. Controls are only effective if they are followed, therefore SSS must put systems into place to ensure that workers are following the controls properly, for SSS this would mean additional staff training for someone to be in a supervisory position, and therefore may incur costs (**L4**).	

Question	Expected Answer	Additional Guidance
2(b)(i) **Identify two benefits of safe working practices to SSS.** **[2 marks]** **[2*1]**	**One mark for each correct identification up to a maximum of two identifications.** • The facility meets its legal requirements ($\checkmark$). • The organisation is attractive to work for ($\checkmark$). • The facility is safe for users ($\checkmark$). • Incidents if they do happen, can be dealt with effectively through good systems ($\checkmark$). • Customers feel secure while there ($\checkmark$). • Staff are confidents in the procedures they follow, and enjoy work ($\checkmark$).	
2(b)(ii) **Identify two consequences of poor working practices to SSS.** **[2 marks]** **[2*1]**	**One mark for each correct identification up to a maximum of two identifications.** • Organisations can be sued ($\checkmark$). • Facilities can be closed down ($\checkmark$). • Facilities may have to take rapid, costly measures to stay open ($\checkmark$). • Prosecution of organisations, managers or staff can result ($\checkmark$). • Fines and imprisonment may be imposed ($\checkmark$). • Images are tarnished by bad publicity in the press; bad reputation . ($\checkmark$). • Staff are unhappy / worried /uncomfortable in the workplace	

Question	Expected Answer	Additional Guidance
2(c) **Complete the following risk assessment.** **[6 marks]** **[6*1]**	**One mark for each correct identification up to a maximum of six identifications.** **Who could be harmed:** • person skiing (✓). • anybody on the slope (✓). • people following up the lift/tow (✓). **Consequence:** • sprains (✓). • broken limbs (✓). • bruises (✓). **Measure:** • helmets to be worn (✓). • all people must undergo training to specific level before being allowed to free ski on main slope (✓). • everyone to be trained in use of ski lift /tow (✓). • instructions for use of lift/tow to be places near lift/tow (✓). • safety signs to be placed around the facility (✓). • Skiers experience is checked before using main slope.	

Question	Expected Answer	Additional Guidance
3(a) **Complete the following PEST analysis.** **[8 marks]** **[8*1]**	**One mark for each correct identification up to a maximum of eight identifications.** **Political:** • changes in legislation (✓). • changes in taxation; vat rises (✓). • changes in political party (local/national) (✓). • Planning permission • Petrol prices • Change in govt **Economic:** • disposable income available locally (✓). • unemployment levels (✓). • levels of investment locally (✓). • Credit crunch; recession, no borrowing **Social:** • changing Demographic pattern (✓). • changing fashions in leisure choices (✓). • social attitude to exercise/skiing (✓). **Technical:** • advances in technology for other facilities (✓). • Development in home based leisure (✓).	

Question	Expected Answer	Additional Guidance
3(b)(i) **What is meant by the term 'branding'?** **[2 marks]** **[2*1]**	**Up to two marks for explanation.** Branding is the process of giving a product or service a distinctive identity (✓) with the aim of creating a unique image that makes it easily identifiable and separate from the competition (✓+).	
3(b)(ii) **Evaluate the use of branding as part of the marketing mix of SSS.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate is able to show theoretical knowledge of the marketing mix/branding. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of the marketing mix/branding to SSS. Evidence largely descriptive but contextualised. **Level 3 – (5-6 marks)** The candidate analyses the potential use of branding as part of the marketing mix of SSS. **Level 4 – (7-8 marks)** The candidate evaluates the potential use of branding as part of the marketing mix of SSS.	Features of a Level 3 response: link to other areas of the organisation Features of a Level 4 response: link to quality assurance and reputation L3 – 5 marks – candidate analyses one potential use of branding. L3 – 6 marks – candidate analyses two or more potential uses of branding. L4 – 7 marks – candidate evaluates one potential use of branding. L4 – 8 marks – candidate evaluates two or more potential uses of branding. Must identify at least one section of marketing mix; can achieve level 4 by using only one section

Question	Expected Answer	Additional Guidance
	Exemplar response: A brand name gives a product an identity which customers can identify with and make associations with (**L1**). Branding allows organisations to put across a certain image and make links between different products and services, whilst reflecting that image, this helps to create brand loyalty, where customers will use SSS in another region because of their experiences elsewhere (**L2**). A brand name or logo gives a product a certain image and differentiates the product from the competition. When this is matched with appropriate marketing such as advertising, it may help persuade a customer to purchase or use the product, it will make SSS stand out from other businesses (**L3**). A brand name or logo gives a product a certain image and differentiates the product from the competition. The use of a brand name by SSS may infer some level of quality or quality assurance, the customers of SSS which ever one they chose to use, will be guaranteed and assured of the quality experience they are going to have, which may lead to repeat business. As SSS develop further the use of a brand name will add the assurance that may make customers try the new facility (**L4**).	

Question	Expected Answer	Additional Guidance
3(c)(i) **Explain what is meant by the term 'primary research'.** **[2 marks]** **[2*1]**	**Up to two marks for explanation.** Also known as field research (✓), first hand research carried out, up to date research (✓).	
3(c)(ii) **Give one example of a suitable primary research method which could be used by SSS before developing Simply Skating.** **[1 mark]**	**For one mark.** • Surveys (✓). • Observation (✓). • Focus groups (✓).	
3(d)(i) **Explain what is meant by the term 'secondary research'.** **[2 marks]** **[2*1]**	**Up to two marks for explanation.** Also known as desk research (✓) involves collecting research from sources already published (✓).	
3(d)(ii) **Give one example of a suitable secondary research method which could be used by SSS before developing Simply Skating.** **[1 mark]**	**For one mark.** • Sales figures (✓). • Usage figures (✓). • Government publications (✓). • Newspapers (✓). • Professional and national associations (✓).	

Question	Expected Answer	Additional Guidance
4(a) **State two methods of payment which could be used by customer at a leisure facility.** **[2 marks]** **[2*1]**	**One mark for each correct identification up to a maximum of two identifications.** • Cash (✓). • Credit card (✓). • Debit card (✓). • Cheque (✓).	
4(b) **State four ways in which a leisure facility could generate income. You may wish to refer to a leisure facility which you have studied.** **[4 marks]** **[4*1]**	**One mark for each correct identification up to a maximum of four identifications.** • Merchandise sales (✓). • Equipment hire (✓). • Locker hire (✓). • Admission (✓). • Food sales (✓). • Vending sales (✓). • Sponsorship • Memberships	

Question	Expected Answer	Additional Guidance
4(c) **Assess how the balance sheet in Fig. 2 could help the management of SSS in its financial planning.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate is able to show theoretical knowledge of a balance sheet and may identify key features of it. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of the balance sheet to SSS. Evidence largely descriptive but contextualised. **Level 3 – (5-6 marks)** The candidate analyses the potential use of a balance sheet by the management of SSS in its financial planning. **Level 4 – (7-8 marks)** The candidate assesses the potential use of a balance sheet by the management of SSS in its financial planning.	Features of a Level 3 response: Links made to profitability, and cutting cost – more profitable. Features of a Level 4 response: Planning for future development – obtaining finance or using their own. L3 – 5 marks – candidate analyses one potential use of a balance sheet by the management of SSS in its financial planning. L3 – 6 marks – candidate analyses two or more potential uses of a balance sheet by the management of SSS in its financial planning. L4 – 7 marks – candidate evaluates one potential use of a balance sheet by the management of SSS in its financial planning. L4 – 8 marks – candidate evaluates two or more potential uses of a balance sheet by the management of SSS in its financial planning.

Question	Expected Answer	Additional Guidance
	Exemplar response: A balance sheet shows the assets and liabilities and capital of a business at a given moment in time, it gives the organisation and others information about its financial performance (**L1**). The balance sheet will provide information such as expenses occurred to date, and the different expenses incurred, which would allow organisations like SSS to review their expenses and potentially cut costs. It also given information on money owed by debtors, and again could effect their terms of sales to make money come in at a different rate (**L2**). The balance sheet will provide information such as expenses occurred to date, and the different expenses incurred, which would allow organisations like SSS to review their expenses and potentially cut costs, this may allow them to increase their profit margins, and allow them to assess if they could become more cost efficient. It also given information on money owed by debtors, and again could effect their terms of sales to make money come in at a different rate, and ensure that they have better cash flow. It will inform managers who will be able to identify if key objectives are being met, and if not take appropriate action (**L3**). The balance sheet would allow organisations like SSS to review their expenses, and allow them to assess if they could become more cost efficient. It also given information on money owed by debtors, and again could effect their terms of sales to make money come in at a different rate, and ensure that they have better cash flow. It will inform managers who will be able to identify if key objectives are being met, and if not take appropriate action. If the organisation needed to obtain finance for future growth SSS could use the balance sheet in discussions to secure finance. They could also analyses the present position and make decisions about the time being appropriate to invest in additional materials and equipment, or to wait until a better time (**L4**).	

Question	Expected Answer	Additional Guidance
5(a) **Assess how SSS could monitor and evaluate the success of activities such as group ski lessons.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate identifies ways in which success can be monitored. Indicative content: • Customer surveys. • Attendance numbers. • Income figures. • Ticket sales. • Repeat visits. • Membership numbers. • Customer complaints. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of 'success measures' to contextualised example provided. Evidence largely descriptive but it is contextualised. **Level 3 – (5-6 marks)** The candidate analyses how SSS could monitor and evaluate the success of activities such as group ski lessons. **Level 4 – (7-8 marks)** The candidate assesses how SSS could monitor and evaluate the success of activities such as group ski lessons.	Features of a Level 3 response: Looks at qualitative and quantitative methods Features of a Level 4 response: Looks at qualitative and quantitative methods, but looks at how these may not be a true reflection of success L3 – 5 marks – candidate analyses one way in which SSS could monitor and evaluate the success of activities such as group ski lessons. L3 – 6 marks – candidate analyses two or more ways in which SSS could monitor and evaluate the success of activities such as group ski lessons. L4 – 7 marks – candidate evaluates one way in which SSS could monitor and evaluate the success of activities such as group ski lessons. L4 – 8 marks – candidate evaluates two or more ways in which SSS could monitor and evaluate the success of activities such as group ski lessons.

Question	Expected Answer	Additional Guidance
	Exemplar response: In order to monitor and evaluate success of group skiing lessons SSS could do some simple things such as counting the number of people attending and see if they are hitting the target they are being set (**L1**). In order for SSS to see if the group skiing lessons have been successful they could monitor ticket sales and attendance levels and see when the levels increase and decrease, and then look at why this is, is it because they have charges less so more people come or because they have more school groups. They can then take action to counteract weaker times (**L2**). SSS could monitor and evaluate the success of group sales using both qualitative and quantitative methods. They could look at ticket sales and compare these to target, and also look at income figures to see if income had been increasing. If ticket sales in this area and income in group lessons had both increased this could be said to be a success, but they also need to look at how happy their customers were (**L3**). SSS could monitor and evaluate the success of group sales using both qualitative and quantitative methods. They could look at ticket sales and compare these to target, and also look at income figures to see if income had been increasing. If ticket sales in this area and income in group lessons had both increased this could be said to be a success, but they also need to look at how happy their customers were, so although ticket sales may go up customer complaints also need to be looked at to make sure that customer satisfaction is maintained. Another way of monitoring this would be to review the number of repeat customers – perhaps through the use of a questionnaire or exit service, if people are coming back it is likely they are happy with the service and the sessions could be seen as a success (**L4**).	

Question	Expected Answer	Additional Guidance
5(b) **Discuss a suitable marketing strategy that SSS could develop to encourage greater usage of the snow dome during the summer months.** **[10 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate is able to demonstrate theoretical knowledge of the key components of any marketing strategy. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of marketing strategies to SSS. Evidence largely descriptive but contextualised. **Level 3 – (5-7 marks)** The candidate analyses the key components of a marketing strategy to SSS which would enable them to encourage greater use of the snow dome during the summer months. **Level 4 – (8-10 marks)** The candidate discusses the key components of a marketing strategy to SSS which would enable then to encourage greater use of the snow dome during the summer months.	If no link made to purpose and use of marketing strategy maximum Level that can be awarded – Level 2. L3 – 5 marks – candidate analyses one component of a marketing strategy to SSS which would enable them to encourage greater use of the snow dome during the summer months. L3 – 6-7 marks – candidate analyses two or more components of a marketing strategy to SSS which would enable them to encourage greater use of the snow dome during the summer months. L4 – 8 marks – candidate evaluates one component of a marketing strategy to SSS which would enable them to encourage greater use of the snow dome during the summer months. L4 – 9-10 marks – candidate evaluates two or more components of a marketing strategy to SSS which would enable them to encourage greater use of the snow dome during the summer months.

Question	Expected Answer	Additional Guidance
	Exemplar response: In order for SSS to increase the number of customers to the facility during the summer months, SSS should look at promotional pricing, if it is cheaper more people will come which will help bring in more money to the organisation (**L1**). In order for SSS to increase the number of customers to SSS during the summer months, they need to look at a number of strategies. They could reduce costs which is likely to get people to attend, but they should also advertise so people know of the reduced costs (**L2**). In order for SSS to increase the number of customers to SSS during the summer months, they need to look at a number of strategies. They could reduce costs which is likely to get people to attend, but they should also advertise so people know of the reduced costs, the people most likely to use the facility during the summer time are locals so advertising should take place in the local catchment area, so more focused. This should be followed up by the use of a questionnaire to check whether the marketing campaign had worked (**L3**). In order for SSS to increase the number of customers to SSS during the summer months, they need to look at a number of strategies. They could reduce costs which is likely to get people to attend, but they should also advertise so people know of the reduced costs, the people most likely to use the facility during the summer time are locals so advertising should take place in the local catchment area, so more focused. They could also sent direct mail to people who had used the centre before, so targeting specific people who they know would use it, and give them a special rate which could encourage them to attend at a time they would not normally. They could also look at doing press releases about events going on over the summer, such as one off activities, pr coverage for free may increase the customers visiting, This should b followed up by the use of a questionnaire to check whether the marketing campaign had worked (**L4**).	

Question	Expected Answer	Additional Guidance
5(c) **Discuss why SSS offers a wide product range.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** The candidate demonstrates a theoretical understanding of the product element of the 4P's. **Level 2 – (3-4 marks)** The candidate begins to apply their knowledge of the product element of the 4P's to SSS. Evidence largely descriptive but contextualised. **Level 3 – (5-6 marks)** The candidate analyses possible reasons why SSS offers a wide product range. **Level 4 – (7-8 marks)** The candidate assesses possible reasons why SSS offers a wide product range.	Features of a Level 3 response: Looks at product life cycle. Features of a Level 4 response: Links to organisational objectives such as profit maximisation and increase in market share. L3 – 5 marks – candidate analyses one reason why SSS offers a wide product range. L3 – 6 marks – candidate analyses two or more reasons why SSS offers a wide product range. L4 – 7 marks – candidate evaluates one reason why SSS offers a wide product range. L4 – 8 marks – candidate evaluates two or more reasons why SSS offers a wide product range.

Question	Expected Answer	Additional Guidance
	Exemplar response: A product range is the full list of products on offer by an organisation. Any organisation has to offer a wide range of products so it can get as many customers as possible (**L1**). A product range is the total number of products offered by SSS, they need to have a wide range of products as they have a wide range of customers. If they only had one product and failed to make it different to the competition or change it as fashion changed they may eventually go out of business as people might get bored with the product (**L2**). A product range is the total number of products offered by SSS, they need to have a wide range of products as they have a wide range of customers. If they only had one product, they would limit the number of customers they could access, thus reducing their chances of making a profit. If SSS failed to make their product range different to the competition or change it as fashion changed they may eventually go out of business as people might get bored with the product range, they need to evolve alongside their customer needs (**L3**). A product range is the total number of products offered by SSS, they need to have a wide range of products as they have a wide range of customers. If they only had one product, they would limit the number of customers they could access, thus reducing their chances of making a profit. Leisure is a very dynamic industry and fashions come and go, with this products become old fashioned and die out as less and less customers buy them. If old products are not replaced with new ones the products offer is reduced, with the gap potentially being filled by competitors. SSS is continuing to evolve adding in the skate park, so they always have something new to offer so keeping and expanding their customer base (**L4**).	

G184 Human resources in the leisure industry

Question	Expected Answer	Additional Guidance
1(a)(i) **State two other methods of employment which can be used in leisure organisations.** **[2 marks]** **[2*1]**	**One mark for each correct identification up to a maximum of two identifications.** • Full-time (✓). • Part-time (✓). • Voluntary (✓). • Self-employed (✓). • Volunteers (✓). • Work-based training (✓) • Casual (✓).	

Question	Expected Answer	Additional Guidance
1(b) **Analyse possible reasons why Cerys may have considered a functional management structure an appropriate organisational structure for Blake's Bistro.** **[6 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates theoretical knowledge of a functional organisational structure – i.e. identifies key features. Indicative content: • Allows staff to specialise. • Provides for a clear chain of command to exist for reasons of accountability and responsibility. • Staff may not have the skills or experience to fit into a matrix type structure. • Fits in with the nature of the organisation, with two clear areas. **Level 2 – (3-4 marks)** Candidate applies their knowledge to the context of the case study – i.e. describes reasons why Cerys may have considered a functional management structure appropriate. **Level 3 – (5-6 marks)** Candidate analyses the possible benefits of a functional organisational structure within the context of the case study. Exemplar Response: As Blake's Bistro has two separate functional areas, food preparation and Front of House (**L1**), Cerys may consider a functional organisational structure as it will allow for specialisation in the separate parts of the organisation (**L2**). As the two key functions are quite specialised (**L1**), other types of structure, such as a Matrix, may not be appropriate (**L2**) and the two functional heads, Liz Whittaker and Alan Bailey, might not have the skills or experience to fit into a Matrix structure (**L3**). Also as the heads of the functional units are likely to have more responsibility for the running of the individual units, they will be more motivated and Blake's Bistro will benefit as a result (**L3**).	L3 – 5 marks – candidate analyses one benefit of a functional organisation structure. L3 – 6 marks – candidate analyses two or more benefits of a functional organisational structure.

Question	Expected Answer	Additional Guidance
1(c) **Assess the extent to which the human resource plan at Blake's Bistro may be affected by forecast data.** **[10 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge and understanding of the forecast data and/or a human resources plan – i.e. picks out key aspects. **Level 2 – (3-4 marks)** Candidate applies their knowledge to the context of the case study – i.e. describes key aspects. **Level 3 – (5-7 marks)** Candidate analyses the possible effects the forecast data might have within the context of the case study with regard to the human resource plan. **Level 4 – (8-10 marks)** The candidate assesses/evaluates the extent to which the forecast data may or may not affect the organisation's human resource plan and makes valid judgements based on their analysis. Exemplar response: The forecast data shows that unemployment is expected to fall (**L1**), this may lead to a fall in the supply of labour (**L2**), with less people applying for positions at Blake's Bistro (**L2**). This in turn could lead to an increase in the cost of labour and/or higher labour turnover (**L3**). Blake's Bistro might need to increase wages and salaries to keep or attract labour, or provide non-financial rewards (**L3**). The Bistro may not be affected by this national trend as they may employ a high percentage of young part-time staff (**L4**). However, as the fall in unemployment appears to be significant and could affect them, Blake's Bistro should take this external factor into account when planning its human resource needs (**L4**).	L3 – 5 marks – candidate analyses one possible effect the forecast data may have on the human resource plan. L3 – 6-7 marks – candidate analyses two or more effects the forecast data may have on the human resource plan. L4 – 8 marks – candidate evaluates one possible effect the forecast data may have on the human resource plan. L4 – 9-10 marks – candidate evaluates two or more effects the forecast data may have on the human resource plan.

Question	Expected Answer	Additional Guidance
1(d) **Discuss the extent to which leisure organisations such as Blake's Bistro might benefit from the implementation of an effective human resource plan.** **[10 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of human resource planning within the context of leisure organisations – i.e. identifies key features. **Level 2 – (3-4 marks)** Candidate applies their knowledge to the context of the case study – i.e. describing key features. **Level 3 – (5-7 marks)** Candidate analyses the benefit and/or limitations of human resource planning to leisure organisations. **Level 4 – (8-10 marks)** The candidate discusses/evaluates the extent to which benefits and/or limitations of human resource planning and is able to draw reasoned conclusions and make judgements about the extent to which human resource planning might benefit leisure organisations. Exemplar response: Human resource planning is when organisations such as Blake's Bistro attempt to ensure that they have the right number and right quality of employees to meet their needs (**L1**). It requires Blake's Bistro to carry out a 'needs analysis' in order to identify the roles and functions of the different jobs within the organisation (**L2**). This allows the organisation to match current staff to this and identify areas where action needs to be taken in terms of recruitment and selection (**L3**), the identification of training needs together with the setting of financial and non-financial rewards for staff (**L3**). An effective HR plan would benefit Blake's Bistro by ensuring that staff are fully utilised to benefit the organisation, that staff do challenging work which motivates and stimulates them and that staff are properly qualified to do the job allotted to them (**L4**). The extent to which it would benefit a leisure organisation could be dependent on how it could respond to external issues such as location, skills surpluses and shortages and competition for labour (**L4**).	L3 – 5 marks – candidate analyses one benefit/limitation of human resource planning to leisure organisations. L3 – 6-7 marks – candidate analyses two or more benefits/limitations of human resource planning to leisure organisations. L4 – 8 marks – candidate evaluates one benefit/limitation of human resource planning to leisure organisations. L4 – 9-10 marks – candidate evaluates two or more benefits/limitations of human resource planning to leisure organisations.

Question	Expected Answer	Additional Guidance
2(a) **Natural wastage is one reason why leisure organisations need to recruit staff.** **[2 marks]** **[2*1]**	**One mark for each correct identification, up to a maximum of two identifications.** • Internal promotion (✓). • Resignation (✓). • Retirement (✓). • Dismissal (✓).	Not redundancy, maternity, paternity, long term illness
2(b) **Analyse possible advantages to the applicants of providing such packs.** **[6 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of application packs – i.e. identifies key features. Indicative content: • It creates a positive image for the organisation and so is likely to be more attractive to applicants. • Provides all the information that an applicant requires in order to make an application so only applicants really interested will apply. • Applicants can use the pack to prepare more effectively for both the recruitment and selection phases of the process **Level 2 – (3-4 marks)** Candidate applies knowledge of application packs to the case study – i.e. describes key features. **Level 3 – (5-6 marks)** Candidate analyses the advantages of application packs in the recruitment and selection process.	L3 – 5 marks – candidate analyses one advantage of application packs in the recruitment and selection process to the applicant. L3 – 6 marks – candidate analyses two or more advantages of application packs in the recruitment and selection process to the applicant.

Question	Expected Answer	Additional Guidance
	Exemplar Response: Application packs contain all the information and documentation needed for an applicant to apply for the job (**L1**). Including information about the organisation, the duties and responsibilities of the job (Job Description) and the qualifications and skills needed to do the job (Person Specification) (**L2**). The pack allows the applicant to make an informed judgement about whether the job and organisation suit them and their skills (**L2**), as a result only applicants really interested in the job and those with the qualifications, skills and experience to do the job will apply (**L3**). In addition, the information in the pack will enable the applicant to better prepare for the recruitment and selection phases of the process (**L3**).	

Question	Expected Answer	Additional Guidance
2(c) **Discuss how Blake's Bistro might have benefited from external recruitment for this appointment.** **[8 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of external recruitment – i.e. identifies key features. Indicative content: • Wider pool of potential employees exists outside the organisation. • Existing employees might not have the knowledge, skills and experience required. • External appointments may bring in new knowledge and skills. • May bring in new thinking into a business. **Level 2 – (3-4 marks)** Candidate applies knowledge of external recruitment to the case study – i.e. describes key features. **Level 3 – (5-6 marks)** Candidate analyses the benefits of external recruitment within the context of the case study. **Level 4 – (7-8 marks)** Candidate makes reasoned judgements/conclusions, based on their analysis, concerning the possible benefits of external recruitment.	External recruitment is the appointment of staff from outside the organisation rather than appointing existing staff to jobs. L3 – 5 marks – candidate analyses one benefit of external recruitment. L3 – 6 marks – candidate analyses two or more benefits of external recruitment. L4 – 7 marks – candidate evaluates one benefit of external recruitment. L4 – 8 marks – candidate evaluates two or more benefits of external recruitment.

Question	Expected Answer	Additional Guidance
	Exemplar Response: External recruitment is where the person comes from outside of the existing workforce (**L1**). Had Rhodri employed the Bistro Manager externally the organisation may have benefited in a number of ways: There would have been a much wider range of people from which to choose the new manager (**L2**); particularly important as the existing employees may not have the knowledge, skills and experience required (**L3**). An externally appointed manager could have brought new knowledge, skills and ideas to the Bistro (**L2**) which could result in the Bistro benefiting from new and different management techniques (**L3**), leading to greater efficiency and better policies and procedures (**L4**) and so improve the overall running and profitability of the Bistro (**L4**).	

Question	Expected Answer	Additional Guidance
2(d) **Discuss the benefits and limitations to leisure organisations of using telephone interviews as part of the selection process.** **[10 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate identifies benefits/limitations of telephone interviews and/or the selection process. **Level 2 – (3-4 marks)** Candidate describes benefits/limitations of telephone interviews and/or the selection process. Benefits include: • Interviews can be arranged more quickly and the entire process takes less time than other conventional methods. • It is cost effective both when used to screen initial applications. • It is possible to maintain some degree of confidentiality about the vacancy. • An ideal way to check on an applicant's telephone manner. • Outcome of interview is generally known quickly. The interviewer is not influenced by the candidate's appearance. • The interviewer should be able to concentrate more on what the candidate is saying. • Little disruption to the candidates existing job – no requirement to travel. • Useful when undertaking high volume recruitment. • Useful in a people industry like leisure, when customer contact is a major part of the role. Limitations include: • Lack of non-verbal feedback can lead to awkward silences which could lead to misunderstanding. • Discrimination on the grounds of accent. • If unstructured could lead to "just a chat on the phone".	Answer does not have to be in the context of Blake's Bistro to access Level 2. L3 – 5 marks – candidate analyses one benefit/limitation of using telephone interviews as part of the selection process. L3 – 6-7 marks – candidate analyses two or more benefits/limitations of using telephone interviews as part of the selection process. L4 – 8 marks – candidate evaluates one benefit/limitation of using telephone interviews as part of the selection process. L4 – 9-10 marks – candidate evaluates two or more benefits/limitations of using telephone interviews as part of the selection process.

Question	Expected Answer	Additional Guidance
	• Interview probably needs to provide detailed information about the organisation, to enable the candidate to judge the organisation, so might dominate the interview. • Difficult for both parties to judge how the other is responding to questions. • If the candidate does not have a confident speaking voice, it is difficult to make up for it in other ways. • Not being able to see the facility or the employees makes it difficult to put into context. **Level 3 – (5-7 marks)** The candidate analyses the benefits/limitations of telephone interviews as part of the selection process. **Level 4 – (8-10 marks)** Candidate makes reasoned conclusions/judgements, based on their analysis, about the benefits and limitations of telephone interviews as part of the selection process. Exemplar Response: Telephone interviews are beneficial to leisure organisations as they can be arranged quickly (**L1**) and can be more cost effective (**L1**) as applicants' travel expenses would not need to be paid (**L2**), this makes it particularly useful if the leisure organisation undertakes a high volume of recruitment (**L3**). This method also allows the interviewer to assess the applicant's communication skills and telephone manner (**L1**), essential in the leisure industry where customer contact is a major part of the role (**L3**). Although telephone interviews ensure the interviewer is not unduly influenced by the applicant's appearance (**L2**), it is possible that the applicant may be discriminated against on the grounds of their accent (**L2**) and this method doesn't allow the use of non verbal communication (**L1**) which can be a very useful tool at interview (**L3**).	

Question	Expected Answer	Additional Guidance
	In conclusion, telephone interviews can be a very cost effective way of interviewing applicants for certain types of jobs within the leisure industry (**L4**), but are perhaps best used as an initial interview to determine which applicants should proceed to the next stage of the selection process (**L4**), for example a face to face interview in which applicants can be more effectively assessed on how well prepared and presented they are, their body language and listening skills, their confidence and speaking ability. Telephone interviews are perhaps best suited to those jobs where suitability for the job can be determined purely on verbal communication and for low level bulk recruitment (**L4**).	

Question	Expected Answer	Additional Guidance
3(a) **What is meant by an autocratic management style?** **[2 marks]** **[2*1]**	**Up to two marks.** It is an approach which assumes that information and decision making should be kept at the top of the organisational structure(✓). The use of power by giving out orders, could be based on threats and punishments (✓).	
3(b) **Explain two advantages to Blake's Bistro of job rotation as a method of motivating employees.** **[4 marks]** **[2+2]**	**Up to two marks for each explanation.** • Intended to relieve boredom at work (✓) and so maintain employee motivation (✓). • If one person is absent then others can cover the job without difficulty (✓). • Workers may become more motivated (✓) as they have a wider range of skills (✓). • There may be a greater sense of participation in the organisation (✓) and may help team-working (✓). • Better understanding of the role of other job roles, leading to better communication and team work (✓)	
3(c) **Explain two disadvantages to Blake's Bistro of job enlargement as a method of motivating employees.** **[4 marks]** **[2+2]**	**Up to two marks for explanation.** • Costs of training for a small organisation like Blake's Bistro might be significant (✓). • Job enlargement might lead to the splitting of social groups (✓). • Some staff might find it intimidating and a challenge (✓) putting additional pressure on them that they do not want (✓). • May be seen as simply a way to delegate responsibility down the hierarchy while paying the same wage (✓). • Not all jobs lend themselves to enlargement(✓).	

Question	Expected Answer	Additional Guidance
3(d) **Discuss the arguments for and against the decision to delegate more authority to the teams at Blake's Bistro.** **[12 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of working in teams and/or delegation. Indicative content: Arguments for include: - The Bistro appears to have clear functional areas so it should be easy to set up teams within the organisational structure. - Should lead to improved motivation resulting from empowerment and increased responsibly given to each team. This fits in with Maslow's self-actualisation and Herzberg's two-factor theory relating to motivators. - Improved team work also fits in with Maslow's social needs and esteem needs. - Working in teams might reduce absenteeism and help minimise the problems of absenteeism. - Possible to share the knowledge base of team members, team members can learn from each other. - Can identify talent within the team and provide training and development opportunities. - Can develop synergy. Arguments against include: - The staff may not have the knowledge, skills and attitude to accept the additional responsibility. - High labour turnover will mean little stability or continuity. - Reluctance by more senior staff to accept delegation of power to lower levels of the hierarchy. - Team goals might not be communicated to the individual team members. - Individual contributions might not be recognised, hindering the opportunity for progression, resulting in poor team performance.	One sided argument lower part of each level. L3 – 5 marks – candidate analyses the reasons for or against the decision to delegate more authority to teams. L3 – 6-8 marks – candidate analyses two or more the reasons for and against the decision to delegate more authority to teams. L4 – 9 marks – candidate evaluates the reasons for or against the decision to delegate more authority to teams. L4 – 10-12 marks – candidate evaluates two or more the reasons for and against the decision to delegate more authority to teams.

Question	Expected Answer	Additional Guidance
	• Might be difficult to manage a team made up of part-time staff.	

Level 2 – (3-4 marks)
Candidate applies their knowledge to the case study – i.e. describing key features of team working/delegation.

Level 3 – (5-8 marks)
Candidate analyses the possible benefits and/or limitations of team working and/or delegation within the context of the case study.

Level 4 – (9-12 marks)
Candidate evaluates/makes judgements about the possible benefits and limitations of team working/delegation, clearly based on their analysis.

Exemplar Response:
Delegation is where authority is passed to an employee further down the hierarchy o f the organisation (**L1**). As the Bistro appears to have clear functional areas there is the opportunity to delegate more authority to the existing teams at the Bistro (**L2**). Delegation results in individuals having greater responsibility and empowerment, which according to motivational theorists such as Maslow and Hertzberg should lead to improved motivation (**L3**). The delegation of more authority to teams rather than individuals could have further benefits as there is a wider skills and knowledge base, with the opportunity for team members to learn from each other (**L3**). However, managers would need to ensure that individual contributions were recognised or this could result in resentment (**L4**). Increased motivation at the Bistro could help reduce the high levels of labour turnover (**L2**), reduce absenteeism and improve productivity and the quality of service provided by the staff working at the Bistro (**L3**).

Question	Expected Answer	Additional Guidance
	If Blake's Bistro decided to delegate more responsibility to the teams this would have the added benefit of freeing up the manager's time to concentrate on other management issues (**L3**). However, in order for delegation to work employees need to have the skills, knowledge and attitude to accept the additional responsibility. In an organisation such as Blake's Bistro where labour turnover can be quite high (**L2**), greater delegation could negatively impact on stability and continuity (**L4**) and it may be managers are reluctant to delegate their power to employees further down the hierarchy (**L4**).	

Question	Expected Answer	Additional Guidance
4(a) **Evaluate the extent to which employees might benefit from Blake's Bistro achieving the Investors in People (IIP) award.** **[12 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of Investors in People as a form of training and development. Indicative content: Possible benefits include: • Improved job satisfaction – IiP organisations enable their employees to become customer-focused and so should enjoy their jobs more. • Increased motivation and pride in the organisation should filter down to all staff. • Better communication within the Bistro · Training and development opportunities should be available. • Generally should lead to a better working environment. **Level 2 – (3-4 marks)** Candidate applies knowledge to the context of the case study – i.e. describes key benefits of Award. **Level 3 – (5-8 marks)** Candidate analyses the benefits and/or limitations of the award for employees, within the context of the case study. **Level 4 – (9-12 marks)** Candidate draws reasoned conclusions and judgement about the potential benefits and/or limitations of the award for employees, within the context of the case study and clearly based on their analysis.	The extent to which it will benefit employees at Blake's Bistro might depend on: • The nature of the business – generally could be seen as a low skill organisation, with relatively few employees seeking a career in the business. • High labour turnover means some employees might not be employed long enough to reap the benefits. • Some staff might be cynical about the motives for gaining IiP status. • Lack of progression opportunities. L3 – 5 marks – candidate analyses one benefit/limitation of the award as a method of training and development. L3 – 6-8 marks – candidate analyses two or more benefits/limitations of the award as a method of training and development. L4 – 9 marks – candidate evaluates one benefit/limitation of the award as a method of training and development. L4 – 10-12 marks – candidate evaluates two or more benefits/limitations of the award as a method of training and development.

Question	Expected Answer	Additional Guidance
	Exemplar Response: IIP is a quality award that focuses on organisations attaining standards for training and development of their staff (**L1**). There are four key principles to the IIP standard, commitment, planning, action and evaluation (**L1**). As a result of Blake's Bistro achieving the IIP award employees should receive good quality training (**L2**), possibly benefiting from effective induction programmes and having their specific training and development needs identified (**L3**). They may also benefit from increased responsibility and involvement (**L2**), improving motivation and job satisfaction, with employees enjoying their jobs more because of the clear customer focus (**L3**) and improved working environment. The extent to which employees benefit will depend on factors such as the nature of the business. Blake's Bistro could be seen as a low skill organisation, with relatively few employees seeking a career in the business (**L4**). Whilst other factors such as high labour turnover may mean some employees might not be employed long enough to reap the benefits (**L4**).	

Question	Expected Answer	Additional Guidance
4(b) **Evaluate the benefits and limitations to Blake's Bistro of externally training its staff.** **[12 marks]** **[Levels]**	**Level 1 – (1-2 marks)** Candidate demonstrates knowledge of external training. Indicative content: Benefits could include: • Use of specially trained experts may lead training to be highly valued by employees. • Quality of training should be good – less likely to pass on "bad habits". • Employees might gained a recognised qualification should lead to increased motivation. • Might be focussed on more generic, transferable skills which the Bistro might have difficulty in delivering themselves. • Gives employees the opportunity to meet staff from other organisations and learn from them. • Investment in human capital might increase employee loyalty and thus reduce labour turnover. Limitations could include: • External training is relatively expensive for small organisations such as Blake's. • Market failure – if staff turnover high they will lose the benefits of the training. • May not be specific to the needs of Blake's Bistro therefore may not benefit them hugely. • Competition for places on external training may demotivate some staff. Can training be transferred to the organisation? **Level 2 – (3-4 marks)** Candidate applies knowledge of external training to the context of the case study – i.e. describes benefits/limitations.	One sided argument lower part of each level. L3 – 5 marks – candidate analyses one benefit/limitation to Blake's Bistro of externally training its staff. L3 – 6-8 marks – candidate analyses two or more benefits/limitations to Blake's Bistro if externally training its staff. L4 – 9 marks – candidate evaluates one benefit/limitation to Blake's Bistro of externally training its staff. L4 – 10-12 marks – candidate evaluates two or more benefits/limitations to Blake's Bistro of externally training its staff.

Question	Expected Answer	Additional Guidance
	Level 3 – (5-8 marks) Candidate analyses the benefits and/or limitations of external training within the context of the case study. **Level 4 – (9-12 marks)** Candidate draws reasoned conclusions and judgement about the potential benefits and/or limitations of the training to the organisation, clearly based on their analysis. Exemplar Response: External training is where employees are taken away from their job to be trained (**L1**). This may be with anther employer or at a specialist training centre or college (**L1**). Blake's Bistro may benefit from externally training their staff in a number of ways: An external course may bring together specialist trainers who would never be available to Blake's Bistro because of the high cost (**L2**). As a result of using specially trained experts the training may be more highly valued by the Bistro's employees (**L3**). Employees may gain a recognised qualification (**L2**), which could lead to increased motivation (**L3**). Trainers often place value on the benefits of being away from the workplace (**L2**), as employees are more focused with fewer distractions (**L3**). External training also gives employees the opportunity to meet staff from other organisations (**L2**), to learn from them and thus benefit Blake's Bistro with knowledge of how respective organisations operate (**L3**). However, external training is relatively expensive, particularly for a small organisation such as Blake's Bistro and external course, because they are more generic, may not effectively meet the specific needs of the Bistro (**L4**). In addition, if like Blake's Bistro labour turnover is high, they must weigh up the cost of external training with the likelihood that they may not benefit from the training if the employee decides to leave the organisation (**L4**).	

Grade Thresholds

GCE Leisure Studies (H128/H528)
January 2009 Examination Series

Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G180	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G181	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G183	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G185	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G182	Raw	100	84	74	64	54	45	0
	UMS	100	80	70	60	50	40	0
G184	Raw	100	91	81	71	61	51	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.
Advanced Subsidiary GCE (H128):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced GCE (H528):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H128):

There were 23 candidates aggregating this series.

A	B	C	D	E	U
0	13.64	31.82	72.73	95.46	100

Advanced GCE (H528):

There were 4 candidates aggregating this series.

A	B	C	D	E	U
0	0	66.67	100	100	100

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.