



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS09 Working in the People Business

Mark Scheme

2007 examination - June series

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

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

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

Quality of Written Communication

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

Levels Marking – General Criteria

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

Level 1 Basic:

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

Level 2 Clear:

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

Level 3 Detailed:

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'NAQ' – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet. Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner. There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1 (a)</p>	<p>Point mark for each reason outlined adequately - up to 4 - why leisure organisations can offer jobs with flexible hours, or +1 for development.</p> <p><i>Possible answer</i> <u>To meet the flow of visitors during the day</u> eg morning entrance peak, lunchtime catering peak. Seasonal activity – weekends and Bank holidays. <u>To attract staff</u> who take children to school and collect; who must fit work around another P/T job; who have voluntary commitments e.g. carer; cannot cope with a full day's work due to ill-health or disability. <u>Build up a pool</u> so can call on different people to find available. Because some of the work <u>can be done at any time</u>. Large number of employees enables flexibility. Relatively unskilled so staff can transfer to different jobs. Can make up hours at different times.</p>	<p>4</p>	<p>AO1</p>
<p>1(b)</p>	<p>Outline a timetabled programme. Credit only what helps potential recruit to find out if they want to work there.</p> <p>Level 1 General descriptions of information given: eg “chance to chat with employees”. Only gives one or 2 basic items of information needed by applicant. Applicants find out things which are less important for them to decide.</p> <p>Level 2 Appropriate programme. Recruits can get wide range of relevant and necessary information about jobs. Specific references that would allow the applicant to decide whether to apply.</p> <p><i>Possible answer</i> - candidate need not set it out as a timetable.</p> <p>10.00am : Arrival and register your contact details 10.15 : Park Manager welcomes visitors - <u>outline of jobs available and when</u> 10.45 : Guided walk around the Park <u>viewing the staff working areas</u> and <u>working conditions</u> 11.30 : Meet the staff and learn about <u>the role and duties of the jobs available</u> catering, retail, animal care, maintenance, attractions 12.30 : Lunch provided <u>opportunity to ask questions</u> 13.00 : Personnel manager outlines <u>pay, uniform, fringe benefits</u> 13.45 : Issue <u>application forms</u> or <u>arrange interviews</u> for those who wish to apply 14.00 : Depart</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1(c)</p>	<p>Must choose one appropriate organisation from specification (allow tourism, accommodation, children's playwork) and analyse range.</p> <p>Level 1 Lists examples of jobs. Describes jobs. Brings out differences in jobs at top.</p> <p>Level 2 Who the jobs might suit, eg an older person, someone good at maths, people good with hands, someone who likes to interact with customers. More specific at top of level eg able to multi task, people with an NVQ in....</p> <p>Level 3 Relates specific requirements of jobs to people who would be suited to them.</p> <p><i>Example:</i> Range of jobs in sports and recreation centre includes: - <i>Senior staff</i> eg administrator, marketing/finance manager, leisure/ fitness centre manager or duty manager, - <i>Associated professionals</i> sports development officer, physiotherapist, nutritionist, consultant, - <i>Direct work in physical recreation</i> : professional sports player, children's playworker, receptionist, leisure assistant, coach/teacher/instructor/trainer, lifeguard, etc</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO3</p>
		<p>Total 22</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>1(c) continued</p>	<p><i>Analysis of the range of jobs:</i></p> <ul style="list-style-type: none"> ▪ Jobs at different levels in the hierarchy ▪ Basic jobs, open to people with few skills and qualifications ▪ Some leisure organisations have well-defined career structure, requiring a range of skills which will develop as the employee works his/her way up. ▪ Front line jobs that involve contact with the general public and others that are 'backstage' ▪ Outdoor and indoor ▪ Part-time and full-time Seasonal/temporary/casual (fixed term contracts) and permanent jobs ▪ Most but not all jobs involve unsocial hours (evenings and weekends) and shift work. 		
		Total 22	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Describe the range of 'perks' available for different employees.</p> <p>Level 1 Shows understanding of 'perk' as an additional non-monetary benefit to supplement basic salary. For top of level outlines three contrasting perks.</p> <p>Level 2 Clear description of perks. Matches different incentives for different staff. Relevant references to a leisure organisation's perks.</p> <p><i>Possible answer</i></p> <p><u>Job-related benefit that does not cost the organisation much</u> e.g. free uniform, subsidised meals/coffee, accommodation provided for holiday centre job. <u>Benefit not related to job</u> e.g. private health insurance, discount card for use in selected stores. <u>Allowed use of facilities</u> e.g. at a gym, leisure centre or swimming pool to members of staff; use in own time of a company vehicle; <u>free or discounted use</u> e.g. low priced or free admission to a sports venue, cinema, concert, theatre or visitor attractions for the member of staff and guests; reduced rates at a hotel or restaurant; accommodation at holiday centre outside work time. Offering to pay for a further qualification or training. Presents.</p> <p><i>Do not allow money rewards <u>except tips</u>, pension, etc bonus, commission, money rewards, pension etc. Do not allow prizes in order to define the term of perks.</i></p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2 (b)</p>	<p>Evaluate strengths + weakness of bonus as a motivational technique.</p> <p>Level 1 Explains in basic way how technique of bonus works and gives an example. Includes simple example of a strength and a weakness eg jealousy/friction.</p> <p>Level 2 Explains more than one strength and one weakness, more than one of them significant. At top refers to both employer and the employee's point of view.</p> <p>Level 3 Links the technique to organisations in leisure. Balance of significant strengths and weaknesses - giving detail about effect on motivation. Balance of how the technique benefits both the employer and the employee. Weighs up answer - how well the technique of bonus motivates. References to why this technique is better/worse than perks will be credited.</p> <p>Possible answer - <i>bonus</i>.</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> - In addition to basic pay, employees may be paid a one-off lump sum bonus. Bonus is an acknowledgement of hard work or good effort and performance, so gives the employee a reason to work harder. - An organisation can pay the bonus in the form of company shares so employee can share in profit. No immediate cost to organisation. - Bonus is paid at one time eg after Christmas, or at the end of a season, or at the <i>end</i> of a particular project or event or campaign, so company can make certain how much can be afforded. - Sets targets. <p><u>Disadvantage</u></p> <ul style="list-style-type: none"> - Money does not motivate. Interest and enjoyment in the job make people work harder - Difficult to measure performance and match to an amount of bonus - Performance is also affected by other employees' efforts, and other outside factors. ETC - Management time spent measuring, or spent fixing how much bonus, when and why - Difficult to measure good service - With bonus, employee pay is closer to Manager's - Lack of teamwork - Get taxed on bonus. 	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p> <p>Total 16</p>	<p>AO4</p>
		<p>Total 16</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Point mark for any 4 items that training should include or +1 for a well-developed point</p> <p>Possible answer "disability awareness" training should include:</p> <ul style="list-style-type: none"> • Understand there is a range of disabilities including learning difficulties • Understand the needs of people with disability • Understand the right approach to use • Recognises that they have rights under the law • Regards them with respect. <p>The answer should be about what the employee learns, rather than the customer. Specific training eg first aid, signing, an induction loop or pool hoist not credited as not 'awareness'.</p>	4	AO1
3(b)	<p>Point Mark. 1 mark per explanation of why important for employers plus 1 for development.</p> <p>Personal qualities expected from front of house staff</p> <p><i>Importance</i> eg lively and active links to the needs of employers because and it impacts upon their customers</p> <p><i>Possible qualities include</i></p> <ul style="list-style-type: none"> • Positive, enthusiastic, lively, active • Likes people, approachable with • good listener and likeable communicator • Reliable and committed, self motivated - on duty. even when not supervised • Able to work effectively under pressure • Able to prioritise and make confident decisions • Expects and delivers high standards • Close attention to detail, etc. <p><u>Not</u> skills like customer service. Allow communication skills, organisational skills. Do not allow repeats, or failure to explain why important to employers.</p>	2 + 2	AO2
		Total 8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Level 1 Covers at a basic level some disciplinary steps but partial knowledge of requirements like formality, evidence and fairness.</p> <p>Level 2 Includes consideration of most of the requirements, steps and consequences. Clear and largely correct answer.</p> <p>Level 3 Provides full detail on circumstances, steps taken and consequences Correct terminology Understands ideas like fairness; cost in time and resources of using the procedure; better to avoid it; training to correct the behaviour.</p> <p><u>Possible Answer</u> Disciplinary procedure: <i>Steps</i> Simon is disobeying the rules of behaviour in front of customers, The manager will be consistent in applying discipline and the disciplinary procedure will be fair. Simon must be told what the misconduct is and given a chance to explain his case. The employee has a right to be represented by a friend or a union official. The employee must be told the outcome of the disciplinary investigation (eg <ul style="list-style-type: none"> • verbal warning) and has the right of appeal. Written records must therefore be kept of all procedures. If Simon does not respond, <ul style="list-style-type: none"> • First written warning • Final written warning After the warnings above there should be opportunities for training to correct the problem. <ul style="list-style-type: none"> • Disciplinary action might be suspension from work, demotion to a less responsible type of work, loss of pay or dismissal. • Discipline takes time and uses up valuable resources so it is best to avoid it by preventing situations arising. This may be difficult in leisure where employees often work unsupervised. • If the disciplinary procedure is not fair, the employee may claim 'unfair dismissal' and appeal to an industrial tribunal for compensation. • Fairness includes – gather evidence, chance to put his side of the story, union rep support, right of appeal • Simon should be set targets and monitored • Disciplinary options might be – suspension from work, demotion to a less responsible type of work, loss of pay or dismissal. </p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO1</p> <p>AO3</p> <p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>5</p>	<p>Importance of job description in appraisal.</p> <p>Level 1 Basic Comes up with 1 or 2 basic reasons why important, at least one clearly connected to job description. Covers reviewing the employee's performance but from the point of view of employee or the organisation only.</p> <p>Level 2 Clear Wide-ranging answer justifying the importance of the job description in an appraisal. At top of level covers both reviewing performance for both the employee and the organisation.</p> <p>Possible answer Use of job description: Keeps the discussion relevant; Reminds employee of what supposed to be doing in job; Allows the organisation to assess the employee methodically /completely; Helps identify changes needed in job role; Relates employee to goals of the organisation; Stimulates ideas for training and career development; Matches any targets to the job role; Answers with incorrect understanding of "job description" limited level 1.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3</p>
		<p>Total 6</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Level 1 Basic Simple knowledge of DDA. Comes up with 1 or 2 basic ways why DDA protects through examples.</p> <p>Level 2 Clear Good knowledge of the protection that DDA gives. Refers to recruitment (eg large print application forms, accessible building for interviews) as well as being in employment. Understands the objective of the legislation (fair opportunity). Gives correct detail and uses proper terminology.</p> <ul style="list-style-type: none"> • Disability Discrimination Act 1995 makes it unlawful to treat disabled people less favourably than other people for a reason related to their disability • Applies to employment whether in recruitment, promotion or dismissal. • No-one may be prevented from being a candidate for and gaining employment or promotion on grounds of their disability (someone who has a facial skin condition can be rejected for a job involving modelling cosmetics. It would be lawful if her appearance would be incompatible with the purpose of the work). • The employer must make a reasonable adjustment to allow the disabled person to do the job (e.g. changing the duties, allowing time off to attend hospital, flexible working hours, modifying procedures or equipment) unless there is justification. • Justification must not be trivial. • Must make reasonable adjustments to the physical features of their premises to overcome physical barriers to access. • Does not ask employers to employ disabled people who are unsuitable for the job - only to give them equal opportunity. 	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>6(b)</p>	<p>Point mark for any four points or +1 for development.</p> <ul style="list-style-type: none"> - enables criminal convictions to become 'spent' or ignored after a rehabilitation period - ex-offender is not obliged to mention their conviction when applying for a job - if asked at interview if they have a conviction, they can answer no - a spent conviction is not grounds for not employing or for dismissal - helps offenders with few or minor convictions - 'rehabilitation period' depends on the sentence given, not the offence committed e.g. 1 year sentence is spent in 7 years for an adult - Exceptions: employment with children and vulnerable adults, financial and banking, law, health, national security. - sentences of more than two-and-a-half years can never become spent. 	<p>4</p>	<p>AO2</p>
		<p>Total 10</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Level 1 Describes what young person does on apprenticeship. Focussed on immediate advantages eg getting paid, feedback with experienced people.</p> <p>Level 2 Good understanding of the training. Shows benefits of apprenticeship for the <i>future</i>, making more likely to be offered a job.</p> <p>Possible answer:</p> <p>Level 1</p> <ul style="list-style-type: none"> ▪ for school leavers and unemployed people aged 16-25 : now extended to KS4 too. Levels 1, 2, 3, 4 ▪ have a job, earns a wage ▪ 18 - 30 month course ▪ learn : knowledge, skills needed for the job ▪ learn about the commitment and attitudes required when working with adults ▪ learn fundamental work skills like teamwork, safe working, use of telephone etc ▪ train both at the workplace (with supervisors) and in training centres (with teachers) ▪ feedback on their performance at work to help improve ▪ Gains an NVQ in the occupation, Key Skills, and a technical certificate <p>Level 2 Skills, qualifications and experience increase chances of being employed in the future. Strengthens CV, boosts prospects Can compete with others for a job Makes contacts which can be useful in gaining a job.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO4</p>
		Total 6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Advantages/disadvantages/implications for V Festival organisers of using agencies for staff.</p> <p>Level 1 Basic answer, with incorrect, unrealistic or side points. May give only one significant advantage or disadvantage.</p> <p>Level 2 Gives wider range and significant advantages. Lacking detail or explanation. May be only positives or only negatives but likely to be balanced.</p> <p>Level 3 Gives detail. Relevant concerning advantages to V organisation and this event. Discussion includes some drawbacks. Comprehensive. Justifies using the agencies rather than V doing it themselves. Balanced answer.</p> <p>Possible advantages include</p> <ul style="list-style-type: none"> • Large database of candidates with relevant job experience and proper qualifications helps find sufficient staff • Vetting by checking accuracy of records of employee's previous experience, training and references and by checking eligibility to work (visas, birth certificates, National Insurance numbers, any unspent criminal convictions, etc.) • The V Festival can ask the agency to carry out interviewing and selection processes in order to keep the organisation's time and resources free from recruitment and concentrate on its work on the music event • Training : the agency provides ready-trained staff eg with an Events industry NVQ • A uniform is decided and provided by the agency. • The agency arranges staffing rotas • The agency deals with hours of work, rates of pay and is responsible. <p>While the Festival must abide by all regulations as though they had directly employed the worker, the agency remains the employer.</p> <p>Possible disadvantages include</p> <ul style="list-style-type: none"> • Lack of control by V • In the recruitment agency's hands and dependent on them eg if not enough suitable employees, festival suffers • More costly than direct employment by V. 	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO4</p>
		Total 10	