



General Certificate of Education

## **Leisure Studies**

**8641/8643/8646/8649**

LS09 Working in the People Business

## **Mark Scheme**

*2009 examination – January 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

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**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
1(a)(i)	<p><b>Point mark</b> 1 mark for explaining qualities and 1 mark for explaining skills. An example can support the answer but not gain marks on its own.</p> <p><i>Possible answer</i> Qualities are attributes /characteristics of personal behaviour that people bring to the job, while skills are learned abilities that are acquired through training or experience at work.</p>	2	AO1
1(a)(ii)	<p><b>Point mark</b> 1 mark for a valid quality and 1 mark for explaining its relevance to leisure</p> <p>Do not allow skills.</p> <p><i>Possible answer</i> : Cheerfulness is essential because leisure industry aims to provide enjoyment in people's spare time and a cheerful outlook could enhance this.</p>	2	AO2
1(b)	<p><b>Level 1 - Basic</b> Simple points about presentation methods or describing yourself well or weak links to the job concerned</p> <p><b>Level 2 - Clear</b> Clearly explains how specific contents of CV (experience, interests, qualifications etc) match with requirements of the leisure job being applied for</p> <p><i>Possible answer</i> CV is tailored to show the person's suitability for the job. How experiences, qualifications, interests are related to leisure work and to this job. Person describes themselves positively to encourage the organisation to interview them. CV is complete - all the necessary information included Gives essential details but not too long. Attractive layout and presentation, checked for mistakes.</p>	1 – 3  4 – 6	AO2 AO3
<b>Total of question 1</b>		<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p><b>Level 1 - Basic</b>                      Limited on difficulties of managing a bonus scheme.                      Discusses how a bonus scheme might not work well for employees.                      May focus on teamwork difficulties and fairness.</p> <p><b>Level 2 - Clear</b>                      Clear explanation of the difficulties of <i>operating</i> a bonus scheme (as opposed to teamwork)                      Relevant comments about the nature of some difficulties for managers. Basic assessment.</p> <p><b>Level 3 - Detailed</b>                      Evaluative – strong explanation of likely force of a range of difficulties for the organisation against motivational effect of working for bonuses.                      Refers to specific examples of work in the leisure industry (including restaurants) to illustrate force of those difficulties.</p> <p><i>Possible Difficulties</i>                      The bonus depends on all members of the team working well together so cooperative work must take place.                      Team spirit can be destroyed by one incident.                      Ineffective or lazy workers have to be pulled up by teammates so good workers can be brought down by other poor workers.                      The sum is split between the team. It only works if the amount of bonus is worthwhile. Only works if the link between effort and reward is understood by all members of the team. Must be reasonable - the targets might be too demanding.                      Rewarding once a month makes it difficult to sustain effort for that long. Some members don't care about the bonus or are not prepared to work hard for it. Some people may be motivated by challenge or interest more than money.                      How do you define doing your job well? Unless specific targets are set, it is subjective. Difficult to measure performance e.g. giving customer satisfaction in a leisure industry context.                      Time spent in team meetings; time spent by the managers in measuring performance. Loyalty to the team leader rather than organisation or manager. Some employees have left by the end of each month.</p> <p>Taylor v Herzberg</p> <p><i>Answers on strengths of bonus scheme are irrelevant except where candidate refers to strengths saying they outweigh the difficulties e.g. The employees are probably low-paid so this makes a lot of extra money possible without doing overtime.                      Bonus is an immediate sum that can be spent, unlike say a 3% increase.                      Targets will remind employees of their job requirements.</i></p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	<p><b>AO1</b> <b>AO4</b></p>



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)(i)	<p><b>Point mark</b>                      1 mark per valid point or +1 for a developed point, up to 4 marks.                      Not information about factors that affect performance or background information.</p> <p><i>Possible answer</i>                      Objective records: Attendance records, punctuality, time-keeping.                      Uniform and appearance meet rules.                      Accuracy/ reliability/productivity records.                      Subjective comments eg Feedback from other managers eg good team contributor, conscious of Health, safety and security                      Customer satisfaction feedback or approval ratings.</p>	4	AO1
3(a)(ii)	<p><b>Level 1 - Basic</b>                      Simple points about specific information being necessary to give a full picture or indicate what employee has done, etc.                      States in general terms that the information would be useful.</p> <p><b>Level 2 - Clear</b>                      Discussion analyses shortcomings and advantages of different kinds of information.                      Weighs up whether particular kinds of information are useful.                      In general terms how the specific information will be useful.</p> <p><i>Possible answer</i>                      Measurable information/ records are required to appraise reaching targets and set targets.                      Appraisal must be fair so based on fact, not on manager's likes and dislikes.                      Must be recent, not information that is out of date                      Appraisal must consider the full range of employee's performance and conduct.                      However some aspects more important than others                      Some information can be measured (eg customer feedback scores, punctuality).                      Others (like a positive attitude or readiness to learn) cannot be measured and depend on judgements.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO4

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
<b>3(b)</b>	<p><b>Point mark</b> 1 mark per valid point, up to 2 marks.</p> <p><i>Possible answers include</i> The organisation must take reasonable measures to keep the information secure. The information may be used only for the purposes for which it was collected The data is not excessive and relates only to the necessary purpose The data is accurate and kept up to date The data is not disclosed or shared with another organisation or unauthorised people. The data is not held for any longer than it is needed for the purpose The employee is entitled to know what data is held about him, and have access to it and correct it (Data Protection Act)</p>	<b>2</b>	<b>AO1</b>
	<b>Total of question 3</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><b>Level 1 - Basic</b> Simple points about how the needs of the organisation are met by casual or seasonal, eg they are busy in the summer. <i>Ask whether they explain WHY they are busy.</i></p> <p><b>Level 2 - Clear</b> Discussion of how well casual or seasonal meet needs. Shortcomings or advantages of using casual and seasonal. Weighs up whether it is appropriate to the particular organisation.</p> <p><i>Possible answer</i> Boat hirers (as example of leisure organisation). May need extra maintenance/repair/admin staff throughout the summer season, when most hiring is done but not needed in winter. Boat hirers must employ staff to service boats e.g. cleaning, when people change boats on Saturdays but they are not required on the other days of the week. The job is unskilled so staff can start work with minimal training There is a rapid staff turnover so must be able to pick up casual staff easily.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3 AO4</p>
	<b>Total of question 4</b>	<b>6</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p><b>Level 1 - Basic</b> Covers a procedure at a basic level and deals with few correct steps</p> <p><b>Level 2 - Clear</b> Clear and correct answer. Includes several steps and their consequences. Some reference to fairness and cost or need for training to learn from the experience.</p> <p><b>Level 3 - Detailed</b> Provides detail on steps and procedures. Omits little. Understands ideas like fairness, cost in time and resources of using the procedure; better to avoid it; training to correct the behaviour. Full detail and understanding gets to top of L3.</p> <p><i>Possible answer</i> In discussion candidate may cover <i>circumstances that are serious</i> e.g. harassment or cash handling, and <i>persistent</i> misconduct (e.g. poor timekeeping, keeps upsetting customers and fellow employees, failure to achieve a satisfactory standard of work) where employer must use disciplinary action. Will cover <i>steps</i> that the management should carefully follow in the disciplinary procedure to ensure fairness. e.g. where <i>persistent</i> : <i>Gather evidence</i> Attend a disciplinary hearing to explain the nature of the poor conduct or performance. Give a formal verbal warning * Given a formal written warning * Given a final written warning, which may lead to dismissal. * For <i>serious</i> or gross misconduct, (e.g. being drunk or under the influence of drugs at work, stealing from the organisation, reckless behaviour causing safety problems), go directly to instant dismissal i.e. losing the job without notice. Consequences if the procedure is not fair : 'unfair dismissal' may result in an appeal or even an Ind. Tribunal</p> <p><i>At each stage marked * the organisation should keep a written record and offer the employee retraining.</i></p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO2 AO3</p>
	<b>Total of question 5</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p><b>Level 1 - Basic</b> Shows understanding of what an equal opportunities employer is. Assertions that an organisation should be an equal opportunities employer.</p> <p><b>Level 2 - Clear</b> Explains the reasons given – clear and convincing. Illustrates from gender, race, age, disability, or legislation (equal pay, maternity, etc) etc. At top of level .... relevant to employment within a leisure organisation.</p> <p><i>Possible answer</i> Legal and ethical requirement to give equality of opportunity and regard /no unfair treatment. Reference to people's rights, positive discrimination etc Ensures everyone will apply for jobs and can work - so organisation gets benefit of all talents. Examples from gender (refer to 2007 initiative?), race, age, disability.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO2</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(b)	<p><b>Point mark</b> 1 mark per valid point or +1 for a developed point, up to 3 marks.</p> <p><i>Possible Answers</i></p> <ul style="list-style-type: none"> <li>• <u>Maternity, paternity and sickness benefits.</u> Maternity and paternity leave comes under EU Regulations employees must have completed one year's service entitled to up to 13 weeks' parental leave any time up till the child's fifth birthday or 5 years after adoption right of return to the same job, pay and benefits.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <u>Equal Pay Act 1970</u> Must give women the same treatment as men over pay, including fringe benefits, sick pay and redundancy. so long as they are :                             <ul style="list-style-type: none"> <li>• engaged in equivalent employment for skills, responsibilities, effort required, etc</li> <li>• in 'like work' (the work they are carrying out is broadly similar)</li> <li>• work is of equal value.</li> </ul> </li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <u>Minimum Wage Regulations.</u> Introduced in 1998 there is a legal minimum hourly pay rate which was set at £3.60 per hour, now £5.73. Exceptions : Students on work experience, apprentices, volunteers and the self-employed are excluded Workers aged 18-21 are on a lower rate now £4.77. Organisations may not make charges for items like work clothes to claw back the extra.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <u>Age Discrimination legislation</u> People are no longer denied jobs because of their age, and will have an equal chance of training and promotion. Older workers have the same rights to claim unfair dismissal or to receive a redundancy payment as younger workers. Employees have the right to request working beyond compulsory retirement, which employers have a 'duty to consider'. Different treatment on the grounds of age can sometimes be justified, in order to protect the safety and welfare of younger or older workers.</li> </ul>	3	AO1
	<b>Total of question 6</b>	<b>9</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p><b>Level 1 - Basic</b> Basic or simple answers lacking proper knowledge of the job concerned and how to progress in it.</p> <p><b>Level 2 - Clear</b> Clear if incomplete career plan with sufficient skills, experiences, qualifications, job progression, sources of help etc to demonstrate some knowledge.</p> <p><b>Level 3 - Detailed</b> A systematic, detailed plan, covering relevant skills, experiences, qualification, job progression, sources of advice, to make progress in a career. At top of level 3: strong evidence of knowledge of this particular job and how to progress in it.</p> <p><i>Possible answer</i> Draft Career Plan Skills to be developed : Helpful experiences Qualifications needed Sources of advice and help : Job progression</p> <p>Unsuitable career = max L1</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p>	<p><b>AO3</b> <b>AO4</b></p>
	<b>Total of question 7</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8(a)	<p><b>1 mark</b> if completely correct.</p> <p><i>Answer</i> 5 2 3 4 1</p>	1	AO1
8(b)	<p><b>Level 1 - Basic</b> General idea of making the subsequent recruitment and selection procedure better informed.</p> <p><b>Level 2 - Clear</b> Understands that analysis is of both a review of the specific work to be done (<i>job description</i>) and of the attributes of person who would be most suitable (<i>person specification</i>).</p> <p><i>Possible answer</i> <u>Job analysis</u> is a task carried out by senior staff, looking at the contribution that the post should make to the goals of the organisation. If it is a vacancy, there is the chance to change the old post and improve it. Having defined the purpose of the job and the work that must be done to achieve it, job analysis then describes the tasks and implies the characteristics of the person who will best carry out the work. Each particular job requires specific qualifications or qualities and the post holder may need specific skills or previous experience, too.</p>	<p>1 – 2</p> <p>3 – 4</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8(c)	<p><b>Level 1 - Basic</b> Mentions a leisure job but does not relate to it giving a general idea of a job description. Overview of job duties or duties only found within a person specification. <i>Inappropriate job = Max L1</i></p> <p><b>Level 2 - Clear</b> Illustrates the job description with examples from a genuine leisure job. Low L2 if then omits aim/goal and reporting structure Top L2 Thorough knowledge of one named leisure job's duties and accountability.</p> <p><i>Possible answer</i> A job description is a statement of the purpose and function of the job and contains: <i>Job title;</i> <i>Goal</i> (what the job should achieve); <i>Duties</i> (a list of regular and occasional tasks that the job holder will be required to carry out); <i>Reporting structure</i> (who the job holder is responsible to and who s/he is responsible for).</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO3</p>
<b>Total of question 8</b>		<b>13</b>	