

# Mark Scheme (Results) Summer 2008

GCE

## GCE Leisure Studies (6970) paper 01

## Unit 5 Employment in Leisure

Question Number	Example Answer	Mark Allocation
<b>1(a)</b>	<p>1 mark for each correct statement up to a maximum of 3.</p> <ul style="list-style-type: none"> <li>• Employers use it to match workforce to changing demand (1)</li> <li>• Staff have some control over their work hours (1)</li> <li>• Staff can work at the times most convenient to them (1).</li> </ul>	<b>3 marks</b>

Question Number	Indicative Content	Mark Allocation
<b>1(b)</b>	<p><b>1 mark for each correct explanatory comment</b></p> <p>Self employed people have less job security.(1)            Staff who are full-time have a guaranteed wage (1)            Self employed people have more flexibility to work when they want to (1)            Staff working full-time may have more responsibilities, like a family (1), so they want a guaranteed income(1)            Self employed staff may be willing to take more risks (1), knowing that if they are good they can find the best paid employment(1) and perhaps only work for the museum when they haven't anything else (1).            Self employed have greater flexibility in using their time (1) and might only choose to work in term time if they have children (1)</p>	<b>6 marks</b>

Question Number		Indicative Content
1(c)		<p><u>Applied links between the use of a mix of employee types and SRM</u></p> <p><i>Some staff e.g. teachers only needed 'as and when' so not appropriate to be full time</i></p> <p><i>Need some flexibility with shifts in a long day - may not need 2 full-time but more than 1</i></p> <p><i>Some staff are managerial - this might be difficult to cope with if they are not full time a they might not be there when needed.</i></p> <p><i>Some times are busier than others, e.g. holidays so more staff needed in café- these might just be people to serve so could be casual. More casual staff would probably be needed at the 2 annual events for model railways as there might be many more people there</i></p> <p><i>N.B. Candidates my find other valid links</i></p> <p><b>Level 1</b> - It allows them to cover their long opening time better (1). Part-timers can work in the school holidays(1).</p> <p>It would be better to have managers as full time but you don't need lower staff to be full-time (2).</p> <p><b>Level 2</b> - There are long opening hours so they will need more than one person for each job each day but there may not be enough work for two full-time staff. The teachers for the school visits will only be needed in term time so it would save money to have these staff as part-time (5).</p> <p><b>Level 3</b> - The full-time staff are in the higher managerial posts. This is important as they have the greater responsibilities. They will need to know how the museum runs and if they are at work regularly they are more likely to be accurate in their assessment of this. The museum will be able to employ many of the part-timers in the café and souvenir shop. These are not highly skilled jobs so will tend not to be taken by those people who want a career. By allowing them to be part-time it gives them a wider choice of workforce, eg students in the holidays. This would be particularly beneficial as it is busier anyway in the holidays so they would need more people then (8).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic statements of the advantages of having a mixture of full time/part-time and casual staff.
Level 2	4-6 marks	Sound analysis of the benefits to SRM. These will be reasoned and for sound L2 answers will be linked to specific benefits for SRM.
Level 3	7-8 marks	Detailed analysis closely linked to the situation at SRM. There should be direct analysis of at least one aspect of SRM given in the text.
<b>Total for Question 1</b>		<b>17 marks</b>

Question	Example Answer	Mark Allocation
2(a)	<p>Up to 2 marks for explaining the basic purpose of a job analysis. Reserve the 3<sup>rd</sup> mark for relating its purpose to the scenario at SRM.  N.B. Balance could be 1+2 or 2+1</p> <ul style="list-style-type: none"> <li>• Job analysis decides whether the job is needed (1)</li> <li>• Job analysis works out the actual responsibilities and roles of the job (1)</li> <li>• As there has been a rapid change in staff they will have to work out what actual staff they do need.(1) They will need to see if they need mainly a guide or someone that can do some teaching as well as two of these have left.(1) As staff keep leaving they may even look at whether they are paying these guides enough (1).</li> </ul>	<b>3 marks</b>

Question Number		Indicative Content
2(b)		<p><b>Level 1 - Does not tell them how many hours they work (1).</b> Does not tell them how many people they are looking after (1).</p> <p><b>Level 2 -</b> Although they know it is full-time, this is not a set hours so they don't know how long they will have to work for th This might put them off from applying(3).</p> <p><b>Level 3 -</b> There is only limited information. They don't know how long they have to work for or how many team members they will have to supervise. Although their salary is shown there is too little about what they have to do for it for candidates to make a real decision as to whether they would want the job. As this is the purpose of the JD it is not very effective. It does warn them, however, that there will be some unsociable hours like weekends - if they only found this out later they might withdraw halfway through the selection process, wasting time and money(6).</p>
Level	Mark	Descriptor
Level 1	1-2 marks	Statement of problems, probably only omissions, in the job description. Simple justification of what is there.
Level 2	3-4 marks	Simple evaluation of the job description, giving some basic reasons why aspects of it make it suitable/unsuitable
Level 3	5-6 marks	Sound evaluation, linking their reasoning to the purpose of producing a job description for the recruitment process

Question	Example Answer	Mark Allocation
2(c)	<p>1 mark for each correct identification. Up to 2 marks for each explanation.</p> <ul style="list-style-type: none"> <li>• Trade journal (1)- Potential employees looking for a senior position would tend to look here.(1) People looking in this will probably have both the experience needed and interest in the position so it is reaching the target audience.(1)</li> <li>• National newspaper(1) - As it is a senior position/full-time senior position so it is probably well paid enough for people to consider moving for it.(1) It will reach a wide audience so there is more chance of attracting someone good for the job. (1)</li> <li>• Also local newspaper, museum's website/recruitment website</li> </ul>	<b>6 marks</b>

Question	Example Answer	Mark Allocation
2(d)(i)	<p>2 marks for 2 correct criteria. Up to 2 marks for explanation of why each one is suitable. N.B. the first mark for explanation of each criteria may be generic</p> <ul style="list-style-type: none"> <li>• Experience (1). As they are going to be a senior guide they will have to already have done some or they will not be able to advise those below them very well (1).</li> <li>• Personality (1). It would be good if they had an outgoing personality (1). A guide needs to be able to communicate well with people they don't know and this would be more difficult for someone who is shy (1).</li> </ul>	<b>6 marks</b>

Question Number	Indicative Content	
2(d)(ii)	<p><b>Level 1</b> - There was a large number of applications (1). It would take too long to interview them all (1).</p> <p><b>Level 2</b> - Amongst the large number of applications there are probably many that can be eliminated - like those without experience - so they would not need to interview them and would thus save the museum money (4).</p>	
Level	Mark	Descriptor
Level 1	1-2 marks	Reasons are identified only.
Level 2	3-4 marks	Reasons are explained.

Question Number		Indicative Content
2(e)		<p><b>Level 1</b> - They would have to employ him if it's practical (1). They might have to make some adjustments to the building - this could include putting a lift in if there wasn't one (2).</p> <p><b>Level 2</b> - The DDA means that the museum would have to employ him if he is the best candidate, providing his disability does not prevent him doing the job - in this case there is no reason in theory why someone in a wheelchair cannot lead a group of visitors. As much of his job would probably be supervising other guides this is even less of a problem than if he were just a guide (5).</p> <p><b>Level 3</b> - He has probably done the job before or they would have rejected him earlier, so he is obviously not prevented from doing the job by this. If it is practical to employ him they will have to under the DDA. Otherwise he could take them to an Industrial Tribunal for unfair treatment. It will mean the museum may have to make physical adjustments to the building. As it is old it may well have sets of steps (before the DDA was thought of!) so they would have to put in ramps with them. As it is on 3 floors they would need a lift or he would be unable to do his job. As the building is old this may not be practical or reasonable so they may have a case for not employing him anyway (8).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic analysis doing little more than stating some correct possible courses of action.
Level 2	4-6 marks	Sound analysis with some reference to the given scenario.
Level 3	7-8 marks	Detailed analysis clearly relating the requirements of the act to the situation at SRM. There should be direct use of the stimulus, either with reference to the type of job on offer or to the information about the building.

Question Number		Indicative Content
2(f)		<p><b>Level 1</b> - He would have a tour of the building (1). He would be given a staff handbook (1).</p> <p><b>Level 2</b> - He will be taken round the building and shown the emergency exits as it would be important for him to know these so he can get visitors to them quickly if fire broke out (4).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Simple explanatory statements including what would be included.
Level 2	4-6 marks	Sound explanation linking the content of the induction to reasons for it being there. At the top end there should be some link to his role as a senior guide.
<b>Total for Question 2</b>		<b>39 marks</b>

Question	Example Answer	Mark Allocation
3(a)(i)	<p>1 mark for each correct statement up to a maximum of 3.</p> <ul style="list-style-type: none"> <li>• Redundancy is where a job is no longer needed to be done (1) and there is no need to employ anyone any longer (1)</li> <li>• The person will be offered redundancy pay (1). Amount of redundancy pay will depend on how long the person has been there (1)</li> <li>• The job can not be replaced for a period of time after this (1)</li> <li>• May be due to closure/downsizing/relocation (1).</li> </ul> <p>Don't accept 'getting the sack'.</p>	3 marks
3(a)(ii)	<p>1 mark for each correct possible stage up to a maximum of 4.</p> <ul style="list-style-type: none"> <li>• Meeting to tell staff what is going to happen (1)</li> <li>• Work out which staff are most important (1)</li> <li>• Decide which ones they want to keep (1)</li> <li>• Offer voluntary redundancy (1)</li> <li>• Offer them a redundancy package (1)</li> <li>• Send them written confirmation (1)</li> </ul>	4 marks

Question Number	Indicative Content	
3(a)(iii)	<p><b>Level 1</b> - So everyone is aware of what is going on during the process (1).</p> <p><b>Level 2</b> - This will mean that the process is seen to be open and fair. This will decrease the chances of unions taking action over the redundancies. If people were kept in the dark about them then they would worry whether they were going to lose their jobs and their work would suffer (4).</p>	
Level	Mark	Descriptor
Level 1	1-2 marks	Reasons are stated but without explanation.
Level 2	3-4 marks	Reasons are explained, with top of the level being achieved by linking them to the actual situation at SRM.



Question Number		Indicative Content
3(b)		<p><u>Applied links between redeployment and SRM</u>  They have 2 other museums so redeployment is an option  The other museums are accessible so there should be no problem for the workforce going somewhere else  The other museums are experiencing more visitors so probably need extra staff - it would be sensible to try to use those they already employ (cheaper, trained etc)  N.B. Candidates may find other valid links</p> <p><b>Level 1</b> - Redeployment is moving people to other places to work (1).  It might be cheaper than having to pay them off (1).  They could give them training to work elsewhere (1).</p> <p><b>Level 2</b> - The company has 3 different museums so some might be moved to the other ones. They could employ them instead of recruiting others. This would save money on the recruitment process and redundancy packages (4).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic generic explanation as to why redeployment might be better.
Level 2	4-6 marks	Sound explanation linking idea of redeployment to the actual situation at SRM.
<b>Total for Question 3</b>		<b>17 marks</b>

Question	Example Answer	Mark Allocation
4(a)	<p>1 mark for each correct statement up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> <li>• Time off from work other than for holiday (1)</li> <li>• Staff receive pay whilst off sick (1)</li> <li>• Organisations have a sickness and absence policy to show guidelines for it (1)</li> <li>• Other staff may have to be employed to cover the jobs of sick people (1).</li> </ul>	<b>3 marks</b>

Question Number		Indicative Content
4(b)		<p><u>Applied links between improvement to the working environment and SHM</u>  Working conditions are now cramped (computers etc) so staff will find it less pleasant and standard of work/motivation suffer  Staff have been used to relaxing with games and now cannot do this - this will decrease motivation so this needs to be reversed  Not enough room for the all - this will promote discontent and reduce motivation  All these seem to be increasing absence/illness</p> <p><i>N.B. Candidates may find other valid links</i></p> <p><b>Level 1</b> - They need to build/create a new staff room so they are all comfortable (1).  People won't work to their best if conditions are poor (1).</p> <p><b>Level 2</b> - The old staff will resent the fact that they can no longer have the games table to use so may moan more and work less. Creating a more spacious staffroom will put everyone in a better frame of mind to work (3).</p> <p><b>Level 3</b> - Working conditions for the staff have deteriorated with the changes. They no longer have a games table so they cannot relax in breaks so they are less likely to work well. It is important for SHM to get them a proper staffroom so they can relax properly and then they will work better. This will also stop the resentment, as they may blame the new staff for this, and this will mean teams won't work well (5).</p>
Level	Mark	Descriptor
Level 1	1-2 marks	Simple explanation of the benefits of an improvement in the working environment to SHM.
Level 2	3-4 marks	Sound explanation of the possible benefits linking use of an improvement in the working environment to the situation at SHM.
Level 3	5-6 marks	Detailed explanation of how improvements in the working environment can be used to motivate the workforce at SHM.

Question Number		Indicative Content
4(c)		<p><u>Applied links between SHM and the use of staff development and training as a motivational tool</u>  <i>Many staff are new to their jobs so are making mistakes, leading to poor customer service. Training would help them make less mistakes, improving confidence and motivation</i>  <i>Combination of museum staff has led to friction for various reasons, hence staff development such as team building days might improve their working together</i></p> <p><i>N.B. Candidates may find other valid links</i></p> <p><b>Level 1</b> - If they have training they will make less mistakes (1)  If people can do their job better this means they are more confident in their work, so will feel better doing it (2).</p> <p><b>Level 2</b> - Staff training will be good for those who are in new job roles. If they are not sure what they are doing then they are not likely to be motivated, but if they are confident they are more likely to work efficiently (4).</p> <p><b>Level 3</b> - Staff training and development is needed for 2 reasons. The new staff are not sure of their roles. Training could be specifically tailored to the individual to improve their skills in these jobs. They would then be more likely to be better working there. They could also do with some teambuilding exercises as they are not working efficiently. If they get to know the new members better they are less likely to blame them for any problems - such as the crowded staffroom - and would work with them. It is an expensive method in the short term but in future recruitment may be easier as they have more skills within the company (7).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic analysis doing little more than stating some benefits.
Level 2	4-6 marks	Sound analysis of its use with some reference to the given scenario.
Level 3	7-8 marks	Detailed analysis clearly relating the requirements of the act to the situation at SRM.
<b>Total for Question 4</b>		<b>19 marks</b>
<b>TOTAL FOR PAPER: 90 MARKS</b>		

