

Mark Scheme (Results) January 2010

GCE

GCE Leisure Studies (6967/01)
Unit 2: Working Practices in Leisure

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Assessment Objectives

There are four assessment objectives for GCE in Leisure Studies. They detail the knowledge, skills and understanding that the learner is required to demonstrate.

For this qualification, the assessment objective descriptions and the weightings for each assessment objective are given below.

AO1	Demonstration of knowledge, skills and understanding Candidates demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.
AO2	Application of knowledge, skills and understanding Candidates apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.
AO3	Research and analysis Candidates use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.
AO4	Evaluation Candidates evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

Unit	AO1	AO2	AO3	AO4
1	30%	30%	23%	17%
2	25-35%	25-35%	20-30%	10-20%
3	28%	30%	22%	20%
4	20%	25%	25%	30%
5	15-25%	20-30%	20-30%	25-35%
6	15%	30%	30%	25%

Question Number	Example answer	Mark
1(a) AO1	<p>1 mark for each correct statement.</p> <p>E.g.</p> <ul style="list-style-type: none"> • provision of a first aid room • provision of a marked first aid box • staff should be informed of location of first aid box • contents should be checked regularly for content • should be adequate number of first aiders for the number of customers/members/people at a leisure facility. 	(4)

Question Number	Example answer	Mark
1(b) AO2	<p>For each measure 1 mark for identification of a measure and a further 2 marks for explanation of how it operates and increases security (N.B. Must be security not safety).</p> <p>E.g.</p> <ul style="list-style-type: none"> • CCTV should be installed (1). This means that activity in the car park can be monitored from inside the clubhouse (1) and its presence may act as a deterrent to vandals/car thieves (1) • a high fence (1) should be erected around the 3 sides that are open/next to woodland (1) to prevent vandals/thieves accessing the car park without being seen near the clubhouse(1) <p>Also:</p> <ul style="list-style-type: none"> • Barrier entrance • Floodlighting. <p>Credit references linking it to the pro-am tournament</p> <p>Don't accept: 'Have lots of police around the car park' as a measure 'it will make the customers feel happier about leaving their car there' as a reason</p>	(6)

Question Number	Indicative Content	
1(c) A03	<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <p><u>Applied links between Parston and COSHH</u></p> <ul style="list-style-type: none"> • manager aware of some problems -employers must ensure protection from hazardous substances for their workforce/the public • staff must pass on any information about hazardous materials - keep away notice only put in area • injury to children as a result of casual policy - any risks to staff/customers must be assessed carefully • chemicals must be stored safely - kept outside as no room • staff should follow correct procedures when dealing with them/staff training - assistant groundsman not bothering to find instructions so damage has been caused • controls in place should be monitored • clear labelling of hazardous substances - old unmarked drums and staff injured. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	Basic response in which legislation is outlined in a mainly theoretical and descriptive manner. This is likely to be as a list of the act's requirements dressed up as a 'to do' list. There will possibly be some limited reasoning and/or application.
Level 2	4-6 marks	Sound response with some analysis and application. There will be clear application with some analysis or clear analysis with some application. Application will show some reference to the effects of legislation on the running of the golf club. At this level the response may well deal with people at the club rather than the club itself.
Level 3	7-8 marks	A focussed response with sustained analysis and effective application of the effects of legislation on the running of the golf club. There will be reference to at least two of the aspects of the act directly linked to the stimulus material (labelling of containers, training of staff, procedures for reporting, passing on of information) and the requirements that these bring. The response should extend beyond the people directly involved in the incidents to the benefits for the club. These will probably be concerned with finance and reputation.

Question Number	Example answer	Mark
<p>1(d)</p> <p>A01 (4)</p> <p>A02 (2)</p>	<p>For each:</p> <p>1 mark for identification</p> <p>1 mark for description of the sanction</p> <p>1 mark for explanation as to why it would be appropriate</p> <ul style="list-style-type: none"> • prohibition order (1) . This means that part of an organisation with a problem cannot be used until the problem is resolved (1) It is appropriate as the offence is concerned with storage/labelling of chemicals which are probably all stored in one area (1) • warning (1) could be given as it is not a very serious/dangerous offence (1). <p>As the first two marks (identify and describe) are AO1, so accept any sanction for this, even if it is over the top (e.g. closure) in this situation.</p>	<p>(6)</p>

Question Number	Example answer	Mark																
<p>1(e)</p> <p>A01 (4)</p> <p>A02 (4)</p> <p>A03 (4)</p>	<p>Up to 4 marks for application stages. 1 mark each for:</p> <ul style="list-style-type: none"> • who might be affected • likelihood of risk • severity of risk • risk rating. <p>As always, bear in mind that there should be a balance in their application of the problem. If they specify a severe risk then the likelihood of this occurring must be very low. Ensure that you check the scales that the candidate gives at the foot of the RA as they may not be logical!</p> <p>Up to 4 marks for measures to minimise risks. 1 mark for each measure up to a maximum of 4.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Stewarding of the car parking • Have a park and ride scheme to get spectators there • One way traffic system in the lane • Stewarding of crowds on the course/ extra security staff (but not just 'have security') • Limited number of entry • Clear signage as to where people are allowed • Set times/places for autograph signing. <p>Up to 4 marks for correct scales.</p> <p>Up to 2 marks each for scales of likelihood and severity.</p> <p>Awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark for numerical scale given with some indication of what each end represents or basic scale in words only. • 2 marks for numerical scale with sensible gradation of the scale shown or detailed scale in words only. • If they are in words only it is likely to be as follows (as this is the one in the textbook). Accept only the filled in boxes for the overall risk. <table border="1" data-bbox="411 1682 1139 1928"> <tbody> <tr> <td></td> <td>Slightly harmful</td> <td>Harmful</td> <td>Extremely harmful</td> </tr> <tr> <td>Highly unlikely</td> <td>Trivial risk</td> <td>Tolerable risk</td> <td></td> </tr> <tr> <td>Unlikely</td> <td>Tolerable risk</td> <td>Moderate risk</td> <td></td> </tr> <tr> <td>Likely</td> <td>Moderate risk</td> <td></td> <td></td> </tr> </tbody> </table> <p>Continued on next page.</p>		Slightly harmful	Harmful	Extremely harmful	Highly unlikely	Trivial risk	Tolerable risk		Unlikely	Tolerable risk	Moderate risk		Likely	Moderate risk			<p>(12)</p>
	Slightly harmful	Harmful	Extremely harmful															
Highly unlikely	Trivial risk	Tolerable risk																
Unlikely	Tolerable risk	Moderate risk																
Likely	Moderate risk																	

	<p>Likely scales to be met accompanied by numbers (although acceptable without - but it is impossible to get the overall risk mark if these are presented without numbers):</p> <p>Unlikely - likely - highly likely Slightly harmful - harmful - harmful - very harmful Slight injury - first aid treatment - time off - ospitalised - death.</p> <p>DO NOT ACCEPT for 2 marks Unsevere/not severe - severe - very severe Any scale with never/no harm explicit or implicit</p>	
Total for Question 1		36 marks

Question Number	Example answer	Mark
2(a) A01	<p>Up to 5 marks for depth/breadth of description. The points below are those that are most likely to be included within the description.</p> <p>E.g.</p> <ul style="list-style-type: none"> • it must apply for the award • the organisations undertakes a review against the standard/ to find any gaps in its current practice • it must plan to show how it will correct the omissions that it has found • it must take the action indicated in the plan to achieve the goals • an assessor will come and visit • it must collect evidence for the Assessor. <p>Or any other realistic step. Accept the commitment, planning, action and evaluation terms on their own for 1 mark if they get all 4. An adequate explanation of each of them one could get the other 4 marks. The following are all possible:</p> <ul style="list-style-type: none"> • they must understand the Standard and its implications for the organisation • undertake a review against the standard to identify gaps in current practice • commit to the standard and communicate that to all the staff • plan to take action to bring about the change • evaluates the impact of the plan upon staff performance. <p>N.B. Must be for the process, so not just 'needs 5 people or more' or 'it's about staff training'.</p>	(5)

Question Number	Indicative Content	
2(b) A04	<p><i>Either choice can be made. No mark for the choice but for relevance of the justification</i></p> <p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <p><u>Quest</u></p> <ul style="list-style-type: none"> • will ensure better training for the staff so these problems don't occur. It also helps communication between departments and customers • Quest has requirements for maintenance that include fault-finding systems. These could be linked to chemical storage it would highlight spillages or unmarked containers, so avoiding accidents. In the facility management area, the staff would not leave problems like the spilt chemicals but be trained to find out the cause and prevent it • Quest concentrates on the overall business so problems with the facility, staff and customers would all be covered • there is also a requirement for regular risk assessments to be taken and these problems would have been highlighted by these • they would have a system for customer feedback, such as comment cards, and the problems with service in the restaurant would be picked up through this - action could then be taken. <p><u>liP</u></p> <ul style="list-style-type: none"> • expect linkage of problems with staff training/improvement in channels of communication within the organisation. E.g. less mistakes in the accounts/enquiries if staff are trained to use equipment/sound processes are there for them to follow. • they can all be linked, some requiring greater ingenuity than others! 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	A basic response in which the characteristics of the quality system are simply put forward. These could be relevant to the improvements required but the links are implicit rather than explicit.
Level 2	4-6 marks	Some distinctive justification. At least one characteristic of the quality system is linked to the stated aims. It will be evident why it is the chosen system rather than any quality system.
Level 3	7-8 marks	A focused response with effective application of the chosen quality system to the stated characteristics of the Golf Club. Justification will be clear. Top of the level may be achieved with detailed linkage of 2-3 of the aims to specific characteristics of the quality system.

Question Number	Example answer	Mark
2(c) AO2 (4) AO3 (2)	<p>Up to 3 marks for explanation of each possible way.</p> <ul style="list-style-type: none"> • greater efficiency in operations (1) as staff would be more likely to understand their job role within the club (1). This would mean less wastage of food if orders were taken correctly each time (1) • more money from customers (1) as the service would be improved encouraging them to return and bring friends (1). Accurate mailing of events would help to achieve this (1). 	(6)

Question Number	Example answer	Mark
2(d) AO1	<p>Up to 4 marks for each feature identified.</p> <p>E.g.</p> <ul style="list-style-type: none"> • provides opportunities for young people • Sport England leads the scheme • means parents etc can recognise a club committed to providing a quality experience • has a range of criteria indicators and good practice standards • it sets out standards for club management, coaching/competition, sports equity and ethics and club management • clubs need to contact their NGB • they can get a resources pack/Clubmark fact sheet from Sport England • they get accreditation through a simple self-certification scheme • this demonstrates that they are maintaining the same level • accreditation can be renewed annually • the organisation benchmarks itself against others that show good practice. 	(4)
Total for Question 2		23 marks

Question Number	Example answer	Mark
3(a)(i)	<u>2 marks</u> Answer £37.40	
A02	<u>1 mark</u> One mistake in otherwise correct method.	(2)

Question Number	Example answer	Mark
3(a)(ii)	<u>3 marks</u> Golf shoes £870 Golf Bags £943 Golf Gloves £140 Total stock value of £1953 (N.B. £ sign not necessary for mark)	
A02	<u>2 marks</u> Two individual totals correct and total stock value is correct for their figures Individual totals are correct but addition is incorrect for total Total of £2125.50 <u>1 mark</u> One individual total is correct and Total Stock Value is correct for their figures 2 totals are correct but final total is not calculated correctly 2 correct totals shown somewhere on the answer sheet	(3)

Question Number	Example answer	Mark
3(a)(iii) AO2 (4) AO3 (2)	<p>For each problem credit as follows.</p> <p>1 mark for identification of the system characteristic that is relevant</p> <p>1 mark for application to the scenario</p> <p>1 mark for explanation of how it alleviates the situation</p> <p>E.g.</p> <ul style="list-style-type: none"> Barcode technology is used by these systems (1). This means that it is not up to individuals to put a price on an item (1) as the labels will be produced from the stock price on the computer (1) Most stock control systems will have self-adjusting levels of ordering(1). If they see that stock is not selling then they will not order any more (1). This would mean that the excess bags would not have built up and they wouldn't have to discount them to get rid of them (1). 	(6)

Question Number	Example answer	Mark
3(b) AO2	<p>For each:</p> <p>1 mark for generic benefit and 1 mark for application to the stimulus material.</p> <ul style="list-style-type: none"> credit cards would mean less cash was handled at the club (1). The shop is at the rear of the clubhouse so it might have been more open to possible theft (1) the shop sells expensive items (1) and people might be tempted to buy them if they could put it on a card as they wouldn't have the cash at the time (1). 	(4)

Question Number	Indicative Content	
3(c) A03	<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <p><u>Applied links between Parston and an electronic membership scheme</u></p> <ul style="list-style-type: none"> • specialist software tailored to the club needs could help track members • filters to provide mail outs such as for birthdays may give the personal touch that members say is absent • automatic mailing to all, as details will be held electronically would reduce the chances of members being missed out • regular internal communications will be improved so members will get to hear of all decisions made • linkage to a website could allow greater flow of information/an advantage in trying to attract new members • less likelihood of errors in accounts/enquiries as much will be automatic • social events can be advertised through the mailings, increasing chance of members hearing about them/attending. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2 marks	Basic response stating advantages of the system, but with little link to the problems outlined. Will be mainly descriptive/theoretical with any explanation being implicit rather than explicit.
Level 2	3-4 marks	Some explanation of how the characteristics of the system will help to solve the problems suggested. The actual reference to the problems may still be implicit at this level.
Level 3	5-6 marks	A focussed response with explanation linking the characteristics of an electronic system to the problems that it is trying to solve. Use of the stimulus will show effective application.

Question Number	Example answer	Mark
<p>3(d)(i)</p> <p>A01 (2)</p> <p>A02 (2)</p>	<p>For each: 1 mark for identification and 1 mark for explanation as to why it would be appropriate.</p> <ul style="list-style-type: none"> • they would need to ensure that only authorised staff could access personal information (1) so they would have to use passwords to protect this information (1) • an online membership system could be open to external 'hackers' (1) so they would have to ensure that there were adequate firewalls to prevent access from outside (1). 	<p>(4)</p>

Question Number	Indicative Content	
3(d)(ii) A04	<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> • new electronic systems require different skills from the workforce. These can be put there through the training process. The provision of training will also mean that the technology is embraced by the workforce rather than being used only when necessary as they fully understand it • introduction of new technology can prove demotivating for a number of reasons - staff think they will be replaced, are happier doing it the 'old way' etc. By investing time money in them the golf club is showing staff are important etc • the effectiveness may be reduced as staff are away for the weekend - which is a busy time for the golf club. Members will not be happy so the action is not effective. 	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2 marks	Basic response in which the simple effects are only stated. Tending to be theoretical and/or descriptive with perhaps some limited reasoning.
Level 2	3-4 marks	Clear response in which at least one effects is explained with reference to its possible benefit. Assessment of effectiveness is largely implicit and will almost certainly be positive in insisting that it/they will work.
Level 3	5-6 marks	A focussed response in which assessment of their effectiveness is explicit. The effects will be soundly explained and applied to the situation and there will be some form of summing up/conclusion as to how effective they will be. Credit negative and positive comments but the top of the level can be achieved with either or both. At least two effects should have been considered at this level.
Total for Question 3		31 marks
TOTAL FOR PAPER: 90 MARKS		

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