

# Mark Scheme (Results)

June 2014

GCE Leisure Studies (6970/01)  
Unit 5: Employment in Leisure

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Question Number	Answer	Mark
<b>1 (a)</b>	<p>Award 1 mark for each correct statement explaining what a job analysis is and/or how it operates.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• This is where the job is studied to see if it is still needed (1) and possibly what changes can be made to improve it (1).</li> <li>• Jobs are checked for duplication with other jobs (1) and the exact requirements of the job are determined (1)</li> </ul> <p>Accept any other realistic response.</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>1 (b)(i)</b>	<p>Award 1 mark for each characteristic of casual labour. Allow 1 mark for when an organisation may use them.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Usually short-term/no contracts (1)</li> <li>• Can hire/fire on a daily basis (1)</li> <li>• Used when demand is greatest for single events (1)</li> </ul> <p>Accept any other realistic response.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1 (b)(ii)</b>	<p>Award 1 mark for each correct method identified up to a maximum of 2 and up to 2 marks for each explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Advertise on their website(1) as this is very cheap(1) and people who are interested in the organisation are likely to see it(1)</li> <li>• Job centre (1) as this is relatively low cost (1) and is the most common place for people seeking this type of employment to go to(1)</li> <li>• Local paper (1) as people will not want to travel far for a casual job as the pay will not be high (1) and a local paper is a cost effective way of reaching many people within a short travelling distance (1)</li> <li>• Notice board in the activity centre (1) as people who are using the centre will have an interest in the sports (1) and therefore if they volunteered they would be enthusiastic so giving the centre a good image (1)</li> </ul> <p>Accept any other realistic response.</p>	<b>(6)</b>

Question Number		Indicative Content
<b>1(c) QWC (i) – (iii)</b>		<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"> <li>• There are 6 centres and they all need to fill the same posts</li> <li>• All these could be done through one web site and could be evaluated at a central point using one recruitment team</li> <li>• They need to fill a number of posts so paper based forms would be expensive to produce and send out</li> <li>• Most/all of the criteria could be compared electronically so even more saving money</li> <li>• Some casual workers may be relatively low earners and may not have easy access to computer equipment on a regular basis or the skills to complete it.</li> <li>• If online application submitted it is harder to judge applicants literacy skills</li> <li>• Online application may include an automated short listing system.</li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	<p>Basic statements made with no/minimal evaluation. Possible advantages/disadvantages may be stated but not developed.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.</p>
2	<b>4-6</b>	<p>Sound response with limited evaluation and sound application or sound evaluation and limited application.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	<b>7-8</b>	<p>A focussed response with sustained evaluation and effective application. Response will link specifics of the post and/or type of organisation with the usefulness of the online application process. Responses may show some balance but this is not needed to achieve the top of the level.</p> <p>The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Mark
<b>1 (d)</b>	<p>Award 1 mark for each realistic quality/skill suggested up to a maximum of 2 and up to 2 marks for each explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Good communicator (1) as the successful candidate has to deal with a variety of people in their job role (1). They are in charge of customer service so could not be expected to encourage this effectively without being able to communicate well when dealing with difficult customer issues (1)</li> <li>• Enthusiastic (1) as part of the role is acting as a personal trainer, for which they will be paid extra (1) so they need to be able to encourage customers to keep coming back for more despite the effort it may need !(1)</li> <li>• Proactive person (1) as they are expected to increase sales(1) and produce marketing and promotional campaigns(1)</li> </ul> <p>Or any other realistic (find different instruction for markers) response.</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>1 (e)</b>	<p>Award up to 2 marks for an appropriate question and up to 2 marks for an explanation that justifies why it is appropriate for this post to a maximum of 3 (so can be 2+1 or 1+2 balance)</p> <p>Don't accept information that would be available on the application form, For example: What qualifications/experience have you got?</p> <ul style="list-style-type: none"> <li>• How will the qualities you bring help to ensure an improved service to our visitors at our centre?(2)</li> <li>• This would demonstrate that they could apply their skills to the specific role (1) and show that they therefore matched the person specification (1)</li> <li>• What are your ambitions at our activity centre? (1)</li> <li>• Give an example of where you have had to deal with difficult customers (1). This shows whether they have genuine experience of dealing with customer service issues (1) which would show whether they are capable of dealing with the more difficult ones that occur at a higher level/ show they have the communication skills demanded by the person specification (1)</li> </ul> <p>Or any other realistic response</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>1 (f)</b>	<p>Award 1 mark for each correct explanatory comment.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• It ensures that all candidates are treated fairly (1)</li> <li>• As there are different interviewers they will need to have time to compare their views (1) so that they can come to an agreed and informed decision (1)</li> <li>• All the scores for the different activities will have to be added up (1) and discussions minuted so that there is a record of what has happened (1) in case anyone thinks that they have not been treated fairly(1)</li> <li>• They need to ensure that candidates are informed in the right order (1), i.e. the unsuccessful ones only after the chosen candidate has accepted (1) or they may end up looking unprofessional or not being able to appoint anyone (1)</li> </ul>	<b>(6)</b>



Question Number		Indicative Content
<b>1(g)(i)</b>		<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"> <li>• Self-employed staff are not there all the time so this saves money when they are not needed</li> <li>• Self-employed staff will have their own insurance</li> <li>• They need a wide range of instructors so using self employed staff enables them to get the right staff to match the activity</li> <li>• Can also match the staff to the type of group – for example school parties will need staff with CRB/DBS checks and ability to work well with children</li> <li>• There is an uneven work flow so having staff there all the time would be inefficient</li> <li>• Means they can provide the best staff service but be cost effective</li> <li>• May even use the same staff at different centres, according to demand and how close they are</li> <li>• Do not have to provide holiday pay or other employee benefits such as NI</li> <li>• Self employed staff may be willing to work harder, knowing that if they are good they can find the best paid employment and perhaps only work for the centre when they haven't anything else.</li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	<p>Basic statements made with no/minimal explanation. Advantages will be stated only.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.</p>
2	<b>4-6</b>	<p>Sound response with some analysis and limited application or limited analysis and sound application. The advantages to the centre will be explicit at times.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	<b>7-8</b>	<p>A focussed response with sustained analysis and effective application. There will be specific links to the stimulus with explicit reasoning as to how this is a benefit to the centre or Allsportz overall.</p> <p>The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Mark
<b>1 (g)(ii)</b>	<p>Award 1 mark for each of 2 benefits and 1 mark for further development of each. For example</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Self employed staff can often pick and choose which work they do (1) so giving them greater job satisfaction (1)</li> <li>• Self employed have greater flexibility in using their time (1) and might only choose to work in term time if they have children (1)/ so they get a better work/life balance overall (1)</li> </ul>	<b>(4)</b>

**Total for Question 1 – 46 marks**

Question Number		Indicative Content
<b>2 (a)</b>		<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"> <li>• The existing Deputy Manager may take commercially sensitive information to the rival organisation.</li> <li>• New manager can 'shadow' him for the two weeks so allowing her to get to know the role . This will mean that the new manager will be working more efficiently from the start of her role and should mean there are fewer problems caused for the company by the handover</li> <li>• The organisation knows that they will not have a gap between the two staff as they will have appointed one before the old one leaves</li> <li>• The old manager does not want to be there so may not work well as he is demotivated. This may influence how the new manager sees the job and make her induction less productive.</li> </ul>
Level	Mark	Descriptor
1	1-2	Basic statements little development. Benefits/ disadvantages to the organisation may only be implicit
2	3-4	Sound response with sound application and limited analysis or limited application and sound analysis. The response will show specific detail from the chosen system and there will be some linkage with the stimulus information to show how a benefit may come about. Benefits/disadvantages may still be largely implicit.
3	5-6	A focussed response with effective application and clear analysis. There will be specific reference to the stimulus and the benefits/disadvantages to the organisation will be explicit.

Question Number	Answer	Mark
<b>2 (b)(i)</b>	<p>Award 1 mark for each valid explanatory point.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Many leisure organisations are open for long hours (1) as they are available in the day time and when people are free in the evenings (1).</li> <li>• The WTR mean that staff can only work a certain number of hours per day (1) so they need to employ more than one person for each role on most days (1).</li> <li>• The long day means that they have to have staff working at set times (1) and shift system provides the most efficient way of doing this (1) to ensure that some staff don't always have to work unsociable hours such as evenings (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>2 (b)(ii)</b>	<p>Award 1 mark for each valid explanatory point.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• This will mean that staff may not be working the same hours each week (1) and this makes organisation of other areas of their life more difficult (1) as for example they cannot always be there to pick children up from school (1).</li> <li>• It also requires working at unsociable times such as evenings (1) and people with families cannot/do not want to do this (1).</li> </ul>	<b>(4)</b>

Question Number		Indicative Content
<b>2 (c)</b>		<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>Positives</u>  Means that organisation will not be short staffed  Prolonged absences known in advance and so can be covered if specialists/extra staff needed  All staff can see it is fair as they have the same chance to sign up  More senior member of staff in charge so if problems occur other staff should respect their judgements</p> <p><u>Negatives</u>  Risks same staff always getting the most popular holiday times if home circumstances mean they are flexible.  Important reasons for needing leave may occur less than 6 months hence but it is inflexible  Senior member has recently been promoted so may lack experience in this area or even still be influenced by old workmates if the promotion is internal</p>
Level	Mark	Descriptor
1	<b>1-2</b>	Basic statements with no/minimal evaluation.
2	<b>3-4</b>	Sound response with some evaluation and application. Response may be one sided.
3	<b>5-6</b>	A focussed response with effective application and clear evaluation. Both positive and negative effects are likely to be considered and there will be an overall view of effectiveness.

Question Number	Answer	Mark
<b>2(d)</b>	<p>Up to 2 marks for each adjustment to buildings or procedures stated.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Allsportz may have steps up in parts of the buildings (1) so they would have to install lifts/ramps in order that equality of access for wheelchair users was achieved (1)</li> <li>• They would have to have equality clauses in their recruitment documents (1) to enable everyone who could do the job to be able to apply even if they were disabled (1)</li> <li>• They would have to make other reasonable adjustments, such as hearing loops (1) to enable people with disabilities to carry out their roles effectively (1)</li> </ul>	<b>(4)</b>

**Total for Question 2 – 24 marks**

Question Number		Indicative Content
<b>3 (a)</b>		<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"> <li>• They need to communicate for exercises so being told exactly what to do would not be the best way to encourage this.</li> <li>• Team building unlikely to be a success without considerable internal team interaction, which is what many of the activities are required to do.</li> <li>• Safety should not need to be applied in an autocratic way as they are adults who should be able to use common sense once issues have been explained to them. In reality this may not be appropriate and an autocratic approach may be necessary to ensure appropriate safety.</li> <li>• Staff personal development would benefit from taking part in the decision making.</li> <li>• But the problem is that common sense is not that common and they may need more strict rules if they have a 'day out' feeling in the group.</li> </ul>
Level	Mark	Descriptor
1	<b>1-2</b>	Simple statements of possible positives and negatives of a laissez-faire leader
2	<b>3-4</b>	Sound evaluation with some application, suggesting either the positives or negatives of such a leader. There is some application to the scenario.
3	<b>5-6</b>	Focused responses with evaluation giving some indication of both sides of the argument. Application to the stimulus material is clearly shown.

Question Number		Indicative Content
<b>3 (b)</b>		<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"> <li>• It is measurable – last year increase was 10% - so is a valid method for the team as a whole</li> <li>• Helps to reward the whole team for their effort – they work well together so are likely to cooperate to each other’s mutual benefit</li> <li>• Each member has proved themselves as useful so appropriate to reward them all – individual member contributions are not really measurable as cannot tell which idea is most important perhaps</li> <li>• But could lead to some coasting in future as they let the better ones do all the work</li> <li>• Some members of the team are content with their salary and if they are PRP then it will no longer be fixed and could reduce especially if external factors such as an economic downturn mean that numbers drop even through they are working hard</li> <li>• Will motivate Tamsin as she is keen to earn as much as possible</li> <li>• Beneficial to the company because they only have to pay extra if the team earns more for the company, so cost efficient for them.</li> <li>• Profit related pay will be paid to the group as a whole regardless of individual contribution and this could lead to conflict and demotivation in the group depending on work-rate and success.</li> <li>• Tamsin may not benefit from this payment method and therefore she will remain demotivated.</li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	Basic responses that are mainly theoretical/descriptive. Will consist mainly of outlining generic benefits of PRP
2	<b>4-6</b>	Responses with some evaluation and sound application or sound evaluation and some application. Use of staff PRP will be applied to at least one specific characteristic of the situation, indicating how it might motivate them. JV This is the standard statement agreed with Edexcel at a paper writing meeting some years back. T&T also use it.
3	<b>7-8</b>	Focused responses with sustained evaluation and application. Use of this technique will be clearly linked to a number of aspects in the stimulus, indicating how



		it might/might not be beneficial to the organisation and the employees.
Question Number	Answer	Mark
<b>3 (c)(i)</b>	<p>Award up to 2 marks for valid explanation. Should consist of 2 parts – the increase in roles/responsibilities and the indication that they are at the same level of responsibility and not higher roles.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Increasing the scope and range of a job/number of roles (1) by adding some at the same level of responsibility as they already operate (1)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>3 (c)(ii)</b>	<p>Award up to 2 marks for each valid advantage or disadvantage.</p> <p>For example:</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Reduces boredom by increasing the variety of tasks (1) and employees may find new areas they like doing and so increase their work rate (1)</li> <li>Can help prepare employees for promotion (1) as they will have been involved in more areas of the organisation and therefore increased experience (1)</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Makes workers less specialist so each task may be done less efficiently (1) and may require additional training which adds to costs (1).</li> <li>It may increase the workload gradually and the employee may become overloaded (1) and efficiency is reduced because of this/could lead to health problems (1)</li> </ul>	<b>(4)</b>

**Total for Question 3 - 20 marks**  
**Total for Paper – 90 marks**

