

GCE

Edexcel Advanced Subsidiary GCE in
Leisure Studies (Single Award) (8761)

Edexcel Advanced GCE in Leisure
Studies (Single Award) (9761)

For first award in 2006

October 2004

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Specimen papers with mark schemes

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Authorised by Jim Dobson
Prepared by Dominic Sutton

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Answer ALL questions

You should study carefully the material provided before answering each question

Springways Leisure Centre is soon to close down for 1 month, in order for the swimming pool filters to be upgraded and other maintenance conducted such as the sports hall floor being re-sealed and the fitness suite equipment being totally replaced.

The manager is conscious that although no members of the public will be admitted to the building during this time, there will be significant hazards to staff and contractors during the maintenance period. This includes extensive use of chemicals and the irregular and long hours needed to be worked by the staff.

1 (a) Explain how each of the following pieces of legislation could affect Springways Leisure Centre during the closedown period:

(i) Control of Substances Hazardous to Health (COSHH) Regulations 1994

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.....(4)

(ii) Personal Protective Equipment (EU Directive 1992)

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(iii) Working Time Regulations 1998

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It has been identified that a Leisure Attendant hurting themselves whilst dismantling the old fitness suite equipment during the closedown period is a significant hazard.

(a) Complete a risk assessment for this hazard using the pro-forma below, including the scale used for likelihood and severity.

Hazard					
Brief description of hazard	Who might be affected	Likelihood of hazard occurring	Severity of hazard	Risk rating	Measures to minimise risk

Scale used for likelihood	Scale used for severity

(17)

(Total 26 Marks)

Q1

(a) explain the four key areas of management for Quest for Facility Management

(i) Facility Operations
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.....(3)

(ii) Customer Relations
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.....(3)

(iii) Staffing
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.....(3)

(iv) Service Development and Review.....
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.....(3)

(c) (i) Recommend the type of evidence the centre needs to have in place to satisfy the Quest Assessor during the assessment visit.....

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(6)

(ii) Justify why this evidence would be useful for the leisure facility.....

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(4)

(Total 34 marks)

Q2

The local theatre has been suffering from reduced user numbers during the past 2 years. As part of a re-launch programme the theatre is going to focus on implementing a new membership system.

3 (a) Describe a possible membership system the theatre could use

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..... (4)

The theatre has also decided to upgrade the ticketing system it uses by embracing the latest technology.

(b) Recommend ways in which a new 'hi-tech' ticketing system can be used to benefit the theatre in the following areas of operation:

(i) Controlling access to the theatre.....

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..... (3)

(ii) Monitoring user numbers

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.....(3)

(iii) Marketing the theatre:.....

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.....(3)

(iv) Increasing revenue for the theatre:

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.....(3)

(Total 16 marks)

Q3

Each year, the County Sports Partnership where you live organise and deliver a day of sport for all the local authorities within the county (9 in total). Each local authority is required to send 160 participants (aged 11-15) to the event, with a minimum of 1 member of staff per 10 young people. Each participant receives a T shirt and certificate on the day and the winning team/runner up team both receive a trophy. All the staff get a free lunch.

The costs for last year's event were:

- Transport - £125 per bus (54 seats)
- Facility hire - £1,200
- T shirts - £2.55 each
- Certificates - 0.12p each
- Lunch - £1.75 per head
- Trophies - £25 (winner), £20 (runners up)

Show calculations throughout

4 (a) (i) Based on last years costs, what was the **cost per team** of the County Sports Partnership?

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.....(2)

(ii) Based on last years costs, what was the **total cost** of the County Sports Partnership?

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.....(2)

This year the costs have increased by 10% for the T shirts and 5% for the staff lunches. The trophies are returned by last years winners/runners up but engraving costs are £2 per trophy. All other costs remain the same.

(b) (i) What would the cost be **per team** this year?

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.....(2)

(ii) What would be the **total cost** to the County Sports Partnership this year?

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.....(2)

(iii) If certificates were not issued this year how much money **would be saved**?

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.....(2)

(iv) Sport England have offered to contribute 25% of the total cost this year.
How much is this?

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.....(2)

(v) If each participant had to pay to enter the event, what would the cost per head be (bearing in mind all the costs incurred by the County Sports Partnership)?

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.....(2)

(Total 14 marks)

TOTAL FOR PAPER: 90 MARKS

Q4

When she starts work Cath is dismayed to find she is expected to regularly work 12 hours a day, often over 50 hours a week. She is unclear what her role is at work. Cath started work at the cinema at the same time as two other male graduates. Cath finds out that they are paid at a higher rate to her and are doing the same job.

- 2 (a) (i) Discuss two pieces of legislation that relate to the issues Cath faces, linking your responses directly to Cath.

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(6)

- (ii) Describe the effects on the cinema chain of failing to follow legal requirements.

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(4)

(iii) Discuss a job in the leisure and recreation industry where performance related pay would **not** be appropriate, explaining why it would **not** be appropriate.

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..... (3)

(c) Select one other method of motivating staff that could be used in the leisure industry and evaluate its effectiveness.

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(8)

(Total 20 marks)

TOTAL FOR PAPER: 90 MARKS

Q3

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General guidance on marking

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge, and for critical and imaginative thinking. Examiners should therefore read carefully and consider every response; even if it is not what is expected it may be worthy of credit.

Using the Mark Scheme

- 1 In the first column the question number is identified.
- 2 The second column provides example answers to the question. The example answers are not necessarily exhaustive and so professional judgement should be applied by the marker.
- 3 The third column identifies how the marks should be awarded.
- 4 **(1)** identifies the award of each mark.
- 5 1×4 **(4)** indicates that the mark (sub total) for that part of the question is made up of **four** one mark answers or parts.
- 6 The **(6)** or similar mark in the third column is the sub total allocated to that part of the question and is the same as the sub total which appears on the question paper.
- 7 The total mark for each question is in **Bold** at the bottom of each full question.
- 8 Information in **Bold** which appears in the bottom of the second column for that question gives guidance on how to award a range of marks and must be followed for that specific question eg **Low response (1) or detailed explanation (2)**.
- 9 Where more extended answers are required from the candidate, levels of response style instructions have been provided.

Mark Scheme

Edexcel GCE in Leisure Studies

Unit 2: Working Practices in Leisure

Question			Example answers	Marks awarded
1	(a)	(i)	<p>Key intentions of COSHH:</p> <ul style="list-style-type: none"> ◆ Substances used in a safe way (1) ◆ Staff given information about safe use of substances (1) ◆ Assessment of risks associated with use, handling and storage of substances (1). <p>Also – personal protective equipment (1), safe disposal (1), first aid actions (1) etc</p> <p>(1) mark for each point up to a maximum of (4) marks.</p>	1 x 4 (4)
		(ii)	<p>Key intentions of PPE:</p> <ul style="list-style-type: none"> ◆ Provision, maintenance and cleaning of PPE (1) ◆ Replace PPE when necessary (1) ◆ Provide storage for PPE (1) ◆ Ensure PPE is used properly (1). <p>Also – training (1), instruction (1) etc.</p> <p>(1) mark for each point up to a maximum of (4) marks.</p>	1 x 4 (4)
		(iii)	<p>Key intentions of Working Time Regulations:</p> <ul style="list-style-type: none"> ◆ Protecting workers rights on the amount of hours they are legally allowed to work (1) ◆ Rest and break periods (1) ◆ Paid holiday entitlements (1) ◆ Night working (1) ◆ Age of workers (1). <p>(1) mark for each point up to a maximum of (4) marks.</p>	1 x 4 (4)

Question		Example answers	Marks awarded
	(b)	<p>(see pro-forma below)</p> <p>1 mark each for:</p> <ul style="list-style-type: none"> • description of hazard • who might be affected • likelihood of occurring • severity of hazard • risk rating. <p>1 mark each for measures to minimise risk, up to a maximum of 4.</p> <p>Up to 3 marks for scale used for likelihood.</p> <p>Up to 3 marks for scale used for severity.</p> <p>Up to 2 marks for language and fitness for purpose.</p>	<p>1 x 5 (5)</p> <p>1 x 4 (4)</p> <p>(3)</p> <p>(3)</p> <p>(2)</p>

Hazard					
Brief description of hazard	Who might be affected	Likelihood of hazard occurring	Severity of hazard	Risk rating	Measures to minimise risk
Attendant being hurt whilst dismantling equipment (1)	Attendant or other members of staff in the fitness suite (1)	2 (1)	3 (1)	3 x 2 = 6 (1)	<p>Training for attendant (1)</p> <p>Contractors to carry out work (1)</p> <p>Correct PPE for task (1)</p> <p>Attendant not to work on own (1)</p>

Scale used for likelihood	Scale used for severity
<p>1 – very unlikely to occur</p> <p>2 – unlikely to occur</p> <p>3 – likely to occur</p> <p>4 – very likely to occur</p> <p>5 – certain to occur</p> <p style="text-align: right;">(3 marks)</p>	<p>1 – delay only</p> <p>2 – minor injury</p> <p>3 – lost time injury</p> <p>4 – major injury</p> <p>5 – death</p> <p style="text-align: right;">(3 marks)</p>

(2 marks for language and fitness for purpose)

Total marks for Question 1	26 marks
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Question			Example answers	Marks awarded
2	a	(i)	<p>Advantages</p> <p>1 advantage given:</p> <ul style="list-style-type: none"> • Looks good on the organisation (1) • It will bring recognition to the facility which will help it attract and retain customers (2) • Systems and procedures will be in place to attract and retain customers and therefore run the facility effectively. It will also help to attract and retain quality staff and maybe assist with grant or funding applications (3). <p>2 Advantages needed.</p>	(6)
		(ii)	<p>Disadvantages</p> <p>1 disadvantage given:</p> <ul style="list-style-type: none"> • Can cost a lot of money to achieve (1) • It can be time consuming and costly going for a quality system (2) • It can be time consuming and costly going for a quality system. Money could be better spent on new equipment or repairs to the facilities – something the customer can see (3). <p>2 Disadvantages needed.</p>	(6)

Question		Example answers	Marks awarded
b	(i)	<p>Facility Operations:</p> <p>This area looks at how the facility operates on a day to day basis (1). It looks at such areas as cleanliness, maintenance and health and safety (1). Systems need to be in place to ensure standards are at a good level and meet customer needs (1).</p> <p>Maximum (3) marks.</p>	1 x 3 (3)
	(ii)	<p>Customer Relations:</p> <p>This area looks at how facilities meet and exceed the expectations of the customer (1). It looks at areas such as customer care, customer feedback and marketing (1). Marketing and research is also included in this section (1).</p> <p>Maximum (3) marks.</p>	1 x 3 (3)
	(iii)	<p>Staffing:</p> <p>This area looks at the human resources at facilities (1). This includes management style, recruitment and training (1). It looks at how staff are supported to perform their job effectively (1).</p> <p>Maximum (3) marks.</p>	1 x 3 (3)
	(iv)	<p>Service Development and Review:</p> <p>This area looks at how the facility plan for the future and reviews what has been achieved (1). It includes continuous improvement and financial management (1). It also looks at how facilities work with partners such as sport development (1).</p> <p>Maximum (3) marks.</p>	1 x 3 (3)

Question		Example answers	Marks awarded
c	(i)	<p>Level 1:</p> <p>The facility will need things like cleaning checklists, questionnaires and health and safety information. The facility will also need to be clean and have enough staff on duty.</p> <p>(1) – (2) Basic understanding of evidence required. Appreciation of assessor visit to check on standards.</p> <p>Level 2:</p> <p>The facility will need a range of evidence. This will include cleaning checklists, research undertaken and health and safety information such as accident report forms/risk assessments. Staff need to know where information is and how to follow procedures correctly. Evidence will also come from observations made by the assessor on such things as training logs and staff numbers on duty.</p> <p>(3) – (4) Sound understanding of evidence to include more specific info such as risk assessment. Assessor responsibilities built upon.</p> <p>Level 3:</p> <p>The facility will need evidence from all 4 sections. This will include cleaning checklists, research undertaken, health and safety information such as accident report forms/risk assessments and evidence to show how the facilities performance is improving ie benchmarking etc. Evidence will also be produced from both an assessor visit and a mystery visit conducted before the official assessment visit. Staff will need to know where information is located and how to follow organisation procedures.</p> <p>(5) – (6) Detailed understanding of evidence required from the different management sections. Reference made to assessor visit and mystery visit and staff being able to locate info such as health and safety, customer charter etc.</p>	(6)

Question		Example answers	Marks awarded
c	(ii)	<p>Justification:</p> <p>1 mark for each valid point made.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Cleaning rotas are useful because they identify what areas have been cleaned or when they need to be cleaned (1) • Risk assessments are needed because they are law and will reduce the possibility of accidents occurring (1) • Research is useful because it show the facility what type of activities the public want (1). <p>Maximum of 4.</p>	1 x 4 (4)
Total marks for Question 2			34 marks

Question		Example answers	Marks awarded
3	a	<p>1 mark for each valid point made</p> <ul style="list-style-type: none"> Fully computerised system (1) Linked to other Arts facilities in the area (1) Allows priority booking (1) Discounted tickets prices for members (1). <p>Maximum of 4 marks.</p>	1 x 4 (4)
	b	<p>(i) Controlling access to the theatre:</p> <p>The ticketing system can incorporate barriers/turnstiles which restrict access to the theatre (1). These can be operated manually by staff or are activated by a bar code on the ticket (1). Tickets can contain holograms making it more difficult to forge (1).</p> <p>(1) mark allocated for each point, up to a maximum of (3) marks.</p>	1 x 3 (3)
	(ii)	<p>Monitoring user numbers:</p> <p>The system can record how many people are in the theatre at any one time (1) and can produce weekly/monthly reports to show attendance figures (1).</p> <p>The system can also show increases or decreases in attendance in comparison to previous years/months (1).</p> <p>(1) mark allocated for each point, up to a maximum of (3) marks.</p>	1 x 3 (3)
	(iii)	<p>Marketing the theatre:</p> <p>The system is linked to the membership system and can be used to mailshot members (1). The system can also be accessed on-line therefore increasing the marketing opportunities (1). The system also indicates key areas where ticket sales are high – allowing targeted marketing in priority areas (1).</p> <p>(1) mark allocated for each point, up to a maximum of (3) marks.</p>	1 x 3 (3)

Question		Example answers	Marks awarded
	(iv)	<p>Increasing revenue for the theatre:</p> <p>The tickets have space for advertising allowing extra revenue to be generated (1). Tickets can also be produced for other events which can again generate income (1). The system cuts down the need for an external company to produce the tickets and therefore saves money and time (1).</p> <p>(1) mark allocated for each point, up to a maximum of (3) marks.</p>	1 x 3 (3)
Total marks for Question 3			16 marks

Question			Example answers	Marks awarded												
4	a	(i)	<p>Cost per team:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Bus (4)</td> <td style="text-align: right;">£500</td> </tr> <tr> <td>T shirts (160)</td> <td style="text-align: right;">£408</td> </tr> <tr> <td>Certificates (160)</td> <td style="text-align: right;">£19.20</td> </tr> <tr> <td>Lunch (16)</td> <td style="text-align: right;">£28.00</td> </tr> <tr> <td></td> <td style="text-align: right;">-----</td> </tr> <tr> <td></td> <td style="text-align: right;">£955.20</td> </tr> </table> <p>If facility and trophy costs included then cost is £1093.53 <u>Credit to be given</u></p> <p>(2) marks if correct, (1) mark if minor errors made.</p>	Bus (4)	£500	T shirts (160)	£408	Certificates (160)	£19.20	Lunch (16)	£28.00		-----		£955.20	(2)
Bus (4)	£500															
T shirts (160)	£408															
Certificates (160)	£19.20															
Lunch (16)	£28.00															

	£955.20															
		(ii)	<p>Total cost to partnership:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>£955.20 x 9 = £8,596.80 + Facility</td> <td style="text-align: right;">£1,200</td> </tr> <tr> <td style="padding-left: 40px;">Trophies</td> <td style="text-align: right;">£45.00</td> </tr> <tr> <td></td> <td style="text-align: right;">-----</td> </tr> <tr> <td></td> <td style="text-align: right;">£1,245.00</td> </tr> </table> <p>Total cost = £9,841.80</p> <p>(2) marks if correct, (1) mark if minor errors made.</p>	£955.20 x 9 = £8,596.80 + Facility	£1,200	Trophies	£45.00		-----		£1,245.00	(2)				
£955.20 x 9 = £8,596.80 + Facility	£1,200															
Trophies	£45.00															

	£1,245.00															

Mark Scheme

Edexcel GCE in Leisure Studies

Unit 5: Employment in Leisure

Question		Example answers	Marks awarded
1	(a)	<p>Level 1</p> <p>She could send out her CV to local companies.</p> <p>(1) – (3) basic responses mainly descriptive.</p> <p>Level 2</p> <p>She could send out her CV to local companies, and then she could go in and see prospective employers and create a good impression.</p> <p>(4) – (6) responses with some simple explanation.</p> <p>Level 3</p> <p>She could send out her CV to local companies, and then she could go in and see prospective employers and create a good impression. This is also useful as she wants to stay near home. She could also look in the local newspaper as it will be easy to get hold of and again this will advertise jobs just in the area she wants to work.</p> <p>(7) – (8) sustained responses with detailed explanations.</p>	8

Question		Example answers	Marks awarded
(b)	(i)	<p>Need three aspects</p> <p>Title of job/outline of the job so Cath knows more about the role to see if she wants to apply.</p> <p>Outline of what company is looking for/experience needed to see if Cath matches this.</p> <p>Contact details/website etc so you can send the application form in/find out more.</p> <p>Logo of company/details about the company so you can recognise the company and see if you want to work there/can do some more research.</p> <p>Salary so you know if the pay is about the level you are looking for.</p> <p>(1) mark for identification and (1) mark for reason for inclusion of each aspect.</p> <p>Please note if candidate responds with specific answers to a cinema management trainee then this is equally acceptable.</p>	6 x 1 (6)

Question		Example answers	Marks awarded
	(ii)	<p>Need three aspects</p> <ul style="list-style-type: none"> ◆ Qualifications as these may set the level of the job/may need some qualifications in order to do it and would match the candidate to this ◆ Experience you may need 2 years experience in order to do the job well ◆ Essential skills these are skills you must have to do the job ◆ Desirable skills these are skills it would be good to have but you may get the job even if you haven't got them ◆ Other skills you may need to be able to communicate well in order to do the job ◆ To allow effective shortlisting. <p>Or any other realistic response</p> <p>(1) mark for identification and (1) mark for reason for inclusion for each aspect.</p> <p>Please note if candidate responds with specific answers to a cinema management trainee then this is equally acceptable.</p>	6 x 1 (6)

Question		Example answers	Marks awarded
	(c)	<p>Level 1</p> <p>It helps Cath make a decision as to whether she is suitable.</p> <p>(1) – (3) basic responses mainly focussed on the organisation OR Cath.</p> <p>Level 2</p> <p>It creates a positive impression of the organisation and it helps Cath make a decision as to whether she is suitable. Cath can look at the person specification and see what qualifications the Cinema are looking for, then she can decide to apply or not.</p> <p>(4) – (6) more detailed responses looking at the organisation AND Cath.</p> <p>Level 3</p> <p>The pack gives a positive and professional image of the organisation so is more likely to attract high calibre candidates so the company gets to choose from a good selection. Producing the pack ensures that all aspects of the recruitment process are considered together which saves time later and makes the shortlisting and appointing stages more efficient. It also ensures that only those applicants that are really interested will apply as they are fully aware of what is required. Cath also has all the information she needs to decide if it is worth applying and she also can see what they are looking for and can prepare more effectively for interview.</p> <p>(7) – (8) sustained responses looking in detail at the organisation AND Cath.</p>	(8)

Question		Example answers	Marks awarded
	(d)	<p>Level 1</p> <p>It asks specific questions set by the Cinema.</p> <p>(1) – (3) basic responses mainly descriptive.</p> <p>Level 2</p> <p>It asks specific questions set by the organisation and this means they can gather the information they want.</p> <p>(4) – (6) responses with some simple explanation.</p> <p>Level 3</p> <p>It asks specific questions set by the organisation and this means they can gather the information they want. It also has a signature at the bottom which is a safety net for the Cinema as it makes the candidate sign to say they are telling the truth so if they turn out poorly and have not been truthful the Cinema can do something about it. The Cinema can also monitor equal opportunity information. This is good practice.</p> <p>(7) – (8) sustained responses with detailed explanations.</p>	(8)

Question		Example answers	Marks awarded
	(e)	<p>Level 1</p> <p>Use it to set questions. Use it to score people.</p> <p>(1) – (3) basic descriptive responses of how the information is used during an interview.</p> <p>Level 2</p> <p>You can look at what the person specification says you are looking for and decide which parts you will look for in an interview. The questions should search out if the candidate meets the person spec. The scoring or assessment during the interview should be based on the aspects in the person specification. The interviewer should base the interview around the specification because this is what the company said they wanted so you shouldn't be asking questions about anything else.</p> <p>(4) – (6) responses with some simple explanation.</p> <p>Level 3</p> <p>You can use the person specification to decide what parts you look for in an interview to make sure the interview has a focus and doesn't waste time asking questions where answers are already available elsewhere eg application form. The questions asked at interview should relate directly to the requirements of the person specification because this is what you said you are looking for from an applicant and so this is what you should be seeing is there and not adding something else later . The person specification will state if an attribute is essential or desirable. This makes the end of the interview and the selection process is easier.</p> <p>(7) – (8) sustained responses with detailed explanations.</p>	(8)

Question		Example answers	Marks awarded
(f)		<p>Level 1</p> <p>Details included about shifts and where the toilets are.</p> <p>(1) – (3) basic descriptive responses of how the information is used during an interview.</p> <p>Level 2</p> <p>Details included about shift patterns so she knows when to work and also introduce Cath to her colleagues so she knows who she is working with.</p> <p>(4) – (6) responses with some simple explanation.</p> <p>Level 3</p> <p>Details included about the shift rota for Cath so she knows when she is working and how the rota works so she can plan her time. Details also included of pension schemes and unions so Cath knows about her pay packet and what she can contribute through work. Also introduce Cath to her colleagues so she knows who she is working with. This will all make Cath feel valued and settle in her new job. This is good as she could be more productive.</p> <p>(7) – (8) sustained responses with detailed explanations.</p>	(8)
Total marks for Question 1			52 marks

Question			Example answers	Marks awarded
2	(a)	(i)	<p>Equal Pay Act 1970 or Sex Discrimination Act (1), state that all those doing the same or very similar jobs should be paid the same/treated the same irrespective of their gender (1).</p> <p>This is relevant as Cath is being paid less/treated differently than/to her two male colleagues (1).</p> <p>Working Time Regulations/European Directives (1). This states that you should not work more than a 48 hour week (1) and Cath is working over 50 hours a week (1).</p> <p>Up to (3) marks for each piece of legislation as noted in expected answer. (1) mark for identifying, (2) marks for explanation but (1) mark can be for description. If legislation isn't given then maximum (1) mark for descriptions/explanations.</p>	(6)
		(ii)	<p>Level 1</p> <p>May be taken to an industrial tribunal.</p> <p>Could be fined for inappropriate practice.</p> <p>This could result in negative publicity.</p> <p>(1) – (2) basic descriptions.</p> <p>Level 2</p> <p>There could be claims of discrimination from Cath because of giving her extra work to do or treating her differently from male colleagues which will result in being taken to an industrial tribunal and possibly fined for inappropriate practice. They would be expected to change their practices and these may affect other women within the organisation and increase costs to the company.</p> <p>(3) –(4) detailed descriptions clearly linked to cinema.</p>	(4)

Question		Example answers	Marks awarded
b		<p>Level 1</p> <p>Request staff development and training. Request equal pay to make colleagues. Request shorter working hours.</p> <p>(1) –(3) Basic response supported by some knowledge. Answers tend to be general and theoretical.</p> <p>Level 2</p> <p>Cath should request staff development and training. She should request the same pay and working hours as her male colleagues as the company is breaking the law. She should also ask for objectives and targets.</p> <p>(4) – (6) Developed statement supported by appropriately selected knowledge that shows understanding of appraisal with some link to issues raised</p> <p>Level 3</p> <p>Cath should request staff development and training linked to the details set out in the graduate training programme as she doesn't feel she knows what she is doing and this way she will feel more confident in her job. She should ask for the same pay and working hours as male colleagues. She shouldn't just say that they are breaking the law but she should explain that it isn't fair first and see what they say. She should also be seeking key objectives and targets to work to because again this will help her to understand what she is supposed to be doing in her job.</p> <p>(7) – (8) Sustained response supported by precisely selected knowledge clearly linked to appraisal and issues raised by Cath</p>	(8)
Total marks for Question 2			18 marks

Question			Example answers	Marks awarded
3	(a)	(i)	<p>Level 1</p> <ul style="list-style-type: none"> ◆ The money paid depends on the performance of the member of staff ◆ It can motivate the member of staff to work hard ◆ Increases productivity/output/quality. <p>(1) – (2) basic explanation.</p> <p>Level 2</p> <p>The money is paid to the member of staff who works the most effectively. It can be measured against targets and as they are met payment is made.</p> <p>(3) – (4) more detailed explanation.</p> <p>Level 2</p> <p>Many organisations in the leisure industry are sales orientated such as cinemas and theme parks so to have performance related pay it could be linked to sales. This will motivate staff to sell more tickets and provide a better service as they will gain extra money for what is effectively their job but the company benefits as they have sold more products.</p> <p>(5) – (6) for detailed explanation linked to leisure.</p>	(6)
		(ii)	<p>Membership assistant at a gym:</p> <ul style="list-style-type: none"> ◆ This job is paid on the number of members joining the club ◆ To encourage member of staff to work harder pay a bonus every time a member joins ◆ With additional bonuses if harder targets are met. <p>Or any other relevant response.</p> <p>(1) mark for identifying a suitable job and then up to (2) marks for explaining why/how it is suitable.</p>	(3)

Question		Example answers	Marks awarded
	(iii)	<p>Coach in a leisure centre in a deprived area:</p> <ul style="list-style-type: none"> ◆ The coach turns up to coach and has no part in any advertising or promotion ◆ It is in a deprived area so encouraging participation can be hard ◆ There will be a maximum number, which could be quite small, that can attend. <p>Or any other relevant response.</p> <p>(1) mark for identifying a job where PRP is not suitable and then up to (2) marks for explaining why/how it is not suitable.</p>	(3)

Question		Example answers	Marks awarded
	(c)	<p>Example answer for staff development and training</p> <p>Level 1</p> <p>Staff feel valued and can see the company is looking to the future.</p> <p>(1) – (3) Basic response supported by some knowledge. Answers tend to be general and theoretical.</p> <p>Level 2</p> <p>Staff feel valued and can see the company is looking to the future. This motivates staff as they feel they are part of something that wants to be a success and so they work harder.</p> <p>(4) – (6) Developed statement supported by appropriately knowledge that shows understanding of motivational method with some evaluation of effectiveness.</p> <p>Level 3</p> <p>Staff feel valued and can see the company is looking to the future. This motivates staff as they feel they are part of something that wants to be a success and so they work harder. Staff can have confidence that the organisation are keen to use resources effectively. In the leisure industry staff development and training is important as the industry is always changing so staff need to be constantly updated especially on health and safety and working hours, such as Working Time Regulations and the DDA. But it can be costly to train staff and staff will need to be paid to cover jobs such as lifeguards.</p> <p>(7) – (8) Sustained response which is evaluative and supported by precisely selected knowledge clearly linked to motivational method and leisure.</p>	(8)
Total marks for Question 2			18 marks
TOTAL FOR PAPER 90 MARKS			

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