

**GCE**

**Sample Assessment Materials**

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

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

First assessment June 2010

Issue 2 – May 2009

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

Authorised by Roger Beard  
Prepared by Phil Myers

Publications code UA015763

All the material in this publication is copyright  
© Edexcel Limited 2009

## Contents

|   |          |
|---|----------|
| <b>General Marking Guidance</b>             | <b>2</b> |
| <b>Unit 2: Working Practices in Leisure</b> |          |
| Sample Assessment Material                  | 3        |
| Sample Mark Scheme                          | 19       |
| <b>Unit 5: Employment in Leisure</b>        |          |
| Sample Assessment Material                  | 33       |
| Sample Mark Scheme                          | 49       |

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCE**

# Leisure Studies

## Unit 2: Working Practices in Leisure

Sample Assessment Material

**Time: 1 hour 30 minutes**

Paper Reference

**6967/01**

**You must have:**  
Calculator

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N36572A

©2009 Edexcel Limited.

2/2/2



**edexcel**   
advancing learning, changing lives

**Answer ALL questions.**

**1**

Durlon Swim Centre has both indoor and outdoor swimming pools. It is used by an ambitious swimming club as its training pool and headquarters. It is also used by many casual swimmers. All areas of the Swim Centre, including the offices, have to abide by the European Directives of 1992 to safeguard its staff and customers.

(a) Choose **one** of the European Directives of 1992 and outline its key requirements.

**(4)**

European Directive chosen .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

The junior section of the swimming club consists of more than 100 children from 7–16 years. The swimmers are at the pool for up to two hours a day, usually under the supervision of their coaches. The club takes part in a number of competitions during the year. The club is constantly advertising for new members to join.

Under the requirements of the Children Act 1989 there have to be measures in place to ensure the safety and security of the junior members of the club.

(b) Explain **two** measures that could be put in place to ensure the safety and security of the swimmers aged 7–16 under the Children Act 1989.

(6)

1 .....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

The indoor pool at the Durlon Swim Centre is open from 05.00 until 22.00. At all times there are some administrative staff on duty and there is always at least one lifeguard on the poolside. The centre has a café in which a number of teenagers, aged from 13–16, work during the evenings and at weekends.

Recent growth in the popularity of the pool has meant that some staff were working long hours. Some of the staff did not appear to be enjoying their work. Two minor accidents led to visits from the Health and Safety Executive, who found that the requirements of the Working Time Regulations 1998 were not being fully met. The Swim Centre management has now started to implement these regulations fully.

(c) Analyse the possible effects of the Working Time Regulations 1998 on the running of Durlon Swim Centre.

(8)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



(d) Describe the role of **either** the Health and Safety Commission **or** Local Authorities in helping to ensure safe working practices in the leisure industry.

(4)

Organisation chosen .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(e) In order to keep the pool water safe, chemicals are added to the water in strictly controlled quantities. This is done using equipment in the boiler room.

Using the following proforma complete a risk assessment where the hazard is swimmers becoming ill due to the incorrect mix of chemicals in the pool water.

(12)

| Hazard                    | Swimmers becoming ill due to the incorrect mix of chemicals in the pool water |                    |             |
|---------------------------|---|--------------------|-------------|
| 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 |
|---------------------------|-------------------------|
|                           |                         |

**(Total for Question 1 = 34 marks)**

2

The management of Durlon Swim Centre has decided to introduce a quality system. The management looked at the requirements and benefits of Quest, Investors in People and Charter Mark. The decision was made to introduce the Quest quality system.

(a) (i) Explain the main characteristics of the Quest quality system.

(5)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(ii) Identify **three** pieces of evidence that Quest assessors might expect to see when they visit Durlon Swim Centre.

(3)

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

.....

.....

Although the swimming club is very popular, the pool itself has received criticism from many of the casual swimmers. These can be summarised as follows:

- The pool is often too hot, the changing rooms are sometimes too cold
- Sometimes the changing rooms and poolside areas are dirty, sometimes they are spotless
- Individual members of staff are helpful but they do not seem to talk to each other as complaints rarely get followed up by the right department
- Equipment, such as diving boards and floats, is in poor condition. Even when they are replaced they do not seem to last very long.

\*(b) (i) Analyse the benefits that Durlon Swim Centre might receive from introducing the Quest quality system. (8)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Some of the management team felt that Investors in People would have been a better choice for Durlon Swim Centre.

(ii) Would the Investors in People quality system have been a better choice than Quest for Durlon Swim Centre? Give reasons for your decision.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Durlon Swim Centre found out that because it is privately owned it could not introduce Charter Mark.

(c) Describe the main characteristics of the Charter Mark quality system.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 2 = 24 marks)**

---

3

The management at Durlon Swim Centre has decided to hold a children's 'Waterlotafun' day in the summer holidays. The management has set up an Events Committee to run it. The committee's first step is to carry out a feasibility study.

(a) Explain what is meant by a **feasibility study**.

(3)

.....

.....

.....

.....

.....

.....

.....

Table 1 shows the costs that have been identified as part of running the day.

| Item                                  | Actual cost            |
|---------------------------------------|------------------------|
| Extra car parking and security        | £380                   |
| Hire of inflatables                   | £250 each              |
| Extra staff wages                     | £600                   |
| Printing/mailing advertising material | £180 per 1000 leaflets |

**Table 1**

The committee is proposing to hire five inflatables for use in and around the outside pool. The committee is intending to send out advertising leaflets to 2000 households in the local area.

- (b) (i) Using the information in Table 1, calculate the total cost of the event to Durlon Swim Centre. Show your calculations in the space provided.

(2)

Total cost = £



The committee's decision

After some debate the committee decides that some of these costs are incorrect and recalculates the total cost of the event as £3154.

The committee is expecting to receive a grant of £1000 towards the running of the event. The entrance fee will be £6 per child.

- (ii) Showing your calculations in the space provided, calculate how many children will need to attend in order to break even if the total cost is £3154. (3)

Number of children needed =

The Finance Director has recommended that before a final decision is made the committee should add an extra 10% to the actual predicted costs of the event.

- (iii) Explain why the Finance Director has recommended to add an extra 10% to the actual predicted costs before making a decision. (3)

.....

.....

.....

.....

.....

.....

(iv) Explain **one** way in which the Events Committee may evaluate the success of this project.

(3)

.....

.....

.....

.....

.....

.....

The swimming club at Durlon Swim Centre holds a variety of social events, such as wine-tasting at the pool café and dinner dances in a local hotel. These are in addition to the competitions they attend and the regular club sessions at the pool.

Another swimming club has recently started up at a nearby Leisure Centre. Durlon is determined to be the best in the area and sees the introduction of an electronic membership scheme as important in ensuring this. It is hoped that, in particular, it will help to retain existing members. As in most membership schemes, their proposed scheme will use a customer profiling system.

(c) (i) Explain what is meant by a **customer profiling system**.

(3)

.....

.....

.....

.....

.....

.....

\* (ii) Analyse the possible benefits that an electronic membership scheme gives to the club.

(8)

Dotted lines for writing the answer.

**PLEASE TURN OVER – QUESTION 3D BEGINS ON NEXT PAGE**

An increasing number of facilities carry out all their ticketing operations through an electronic system. The Swim Centre wants to install turnstiles. Casual swimmers will be able to buy season tickets online. Not everyone believes this is a good idea.

- (d) (i) Explain **one** benefit that the introduction of an electronic ticketing system might bring to Durlon Swim Centre.

(3)

.....

.....

.....

.....

.....

.....

- (ii) Explain **two** possible ways in which the new ticketing systems may cause, rather than solve, problems at Durlon Swim Centre.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

**(Total for Question 3 = 32 marks)**

---

**TOTAL FOR PAPER = 90 MARKS**

## Sample Mark Scheme

### Unit 2: Working Practices in Leisure

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 1(a)            | <p>1 mark for each correct statement up to a maximum of 4 marks.<br/>No mark for identification of Directive.<br/>If no or incorrectly titled directive chosen then mark as per which it might be to the best advantage of the candidate.</p> <p>eg for 'The Workplace Regulations 1992'</p> <ul style="list-style-type: none"> <li>• Staff must have adequate space to work in administrative areas</li> <li>• Workstations must be at the correct height</li> <li>• Ventilation, lighting must be at adequate levels for comfort of staff</li> <li>• Where conditions would be uncomfortable (eg ice rink) then suitable clothing should be provided for staff</li> <li>• There must be adequate provision of restrooms for staff.</li> </ul> | (4)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(b)            | <p>1 mark for identification of each realistic measure.<br/>Up to 2 marks for each explanation of why it is in place/how it operates.</p> <ul style="list-style-type: none"> <li>• All coaches staff would have a CRB check (1). This would mean that they would know if they had a record of abuse with children before they worked there (1) so they would not employ them, reducing the dangers to the children (1).</li> <li>• Staff working with them would have to have correct training (1). This would ensure that if they would know what to do in case of a problem with one of the children (1). If a child complained about another coach they would know who to approach about it/tell the child to see (1).</li> </ul> <p>Other possibilities include</p> <ul style="list-style-type: none"> <li>• Staff ratios</li> <li>• Use of photography</li> <li>• Signing in and out/supervision at the end of session etc</li> <li>• Collection of emergency details for them.</li> </ul> <p>If safety measures that would be applicable to everyone rather than just children are offered then credit one of those to a maximum of 3 marks.<br/>Do not accept CCTV.</p> | (6)  |

| Question Number | Indicative Content  |
|-----------------|---|
| 1(c)            | <p><b><u>Applied links between Durlon and WTR</u></b></p> <p><i>Open more than 48 hours per week so must ensure there is rota so staff do not do more than 48 hours.</i></p> <p><i>Open for 17 hours per day and this is too much for staff so roster must be produced.</i></p> <p><i>Less than 11 hours between closing and opening so staff could probably not do last and first shift as they need an 11 hour break in every 24 hours.</i></p> <p><i>Under 16s working 1 evenings and weekends would have more severe restrictions so rota would need to take this into account.</i></p> <p><i>If WTR put into effect then staff less tired/enjoy it more so that the quality of the work/customer service would be better.</i></p> <p><i>If they don't put WTR into effect they could face sanctions from the HSE.</i></p> <p><b>eg</b></p> <p><b>Level 1</b> - The staff would not be able to do more than 48 hours per week/there is a maximum number of hours that they can do. They have to have regular breaks. They can opt out of these conditions if they want to.</p> <p><b>Level 2</b> - As the pool is open for 17 hours they would have to have a roster system in place or staff would not get the breaks between their work that the regulations allow.</p> <p><b>Level 3</b> - The WTR would mean that management at the centre have to schedule staff carefully. Because the centre is open from 5am until 10pm they would have to have a roster for staff because they can only be made to work for a maximum of 8 hours per day and the day is 17 hours long. The roster would have to make sure that there are always lifeguards on duty and that if people are doing more than 8 hours they have the breaks. It would mean they have to ensure that the teenagers working do not do too many evenings or both days at weekends. The regulations may have a beneficial effect, as they would limit the time people can work so they will be less tired. This may mean they enjoy their work more, improving the customer service they give, and cause fewer accidents.</p> |

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material   |
| Level 1 | 1-3  | Basic ways in which legislation is applied are outlined. This is likely to be as a list of the act's requirements dressed up as a 'to do' list. Simple analysis only.  |
| Level 2 | 4-6  | Sound analysis with some reference to the effects of legislation on the running of the swim centre. At least one correct reason is suggested for the possible actions taken. Mid level 2 maximum if there is no specific reference to the stimulus material.   |
| Level 3 | 7-8  | Detailed analysis with specific reference to the effects of legislation on the running of the swim centre. Explanation will accurately match the actions needed in terms of the type/quality of information held. There will be reference to at least two of the aspects of the stimulus material (length of day, children, effects on staff/accidents) and the requirements that these bring. |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(d)            | <p>1 mark for each correct statement up to a maximum of 4 marks.</p> <p>eg for Local Authorities</p> <ul style="list-style-type: none"> <li>• powers are usually exercised through the environmental health officers</li> <li>• can inspect all types of leisure premises</li> <li>• can make inspections at any time</li> <li>• can allow operations to continue or impose sanctions.</li> </ul> <p>For HSC</p> <ul style="list-style-type: none"> <li>• the HSC helps organisations by promoting training for staff so that they are aware of procedures</li> <li>• It conducts and sponsors research into important issues in H&amp;S.</li> <li>• It provides organisations with information and advisory services, particularly important when new legislation is being introduced</li> <li>• It puts forward proposals for new regulations and approved codes of practice</li> <li>• New laws are then policed by the HSE.</li> </ul> | (4)  |

| Question Number | Answer   | Mark           |                   |         |                   |                 |              |                |               |          |                |               |  |        |               |  |  |      |
|-----------------|--|----------------|-------------------|---------|-------------------|-----------------|--------------|----------------|---------------|----------|----------------|---------------|--|--------|---------------|--|--|------|
| 1(e)            | <p>Up to 4 marks for application stages. 1 mark each for</p> <ul style="list-style-type: none"> <li>• who might be affected</li> <li>• likelihood of risk</li> <li>• severity of risk</li> <li>• risk rating.</li> </ul> <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 to minimise risk up to a maximum of 4. eg</p> <ul style="list-style-type: none"> <li>• regular maintenance checks</li> <li>• trained operatives</li> <li>• regular testing of the water</li> <li>• first aid kit suitable for possible problems available</li> <li>• storage of chemicals (allow the requirements of COSHH as separate items if offered)</li> </ul> <p>Up to 4 marks for correct scales.<br/>Up to 2 marks each for scales of likelihood and severity.<br/>Awarded as follows:</p> <ul style="list-style-type: none"> <li>• 1 mark for numerical scale given with some indication of what each end represents or basic scale in words only.</li> <li>• 2 marks for numerical scale with sensible gradation of the scale shown or detailed scale in words only.</li> <li>• 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.</li> </ul> <table border="1" data-bbox="475 1420 1141 1704"> <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>Moderate risk</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>Likely scales to be met accompanied by numbers (although acceptable without - it is just impossible to get the overall risk mark if these are presented without numbers):<br/>Unlikely - likely - highly likely<br/>Slightly harmful - harmful - harmful - very harmful<br/>Slight injury - first aid treatment - time off - hospitalised - death<br/>DO NOT ACCEPT Unsevere - severe - very severe</p> |                | Slightly harmful  | Harmful | Extremely harmful | Highly unlikely | Trivial risk | Tolerable risk | Moderate risk | Unlikely | Tolerable risk | Moderate risk |  | Likely | Moderate risk |  |  | (12) |
|                 | Slightly harmful   | Harmful        | Extremely harmful |         |                   |                 |              |                |               |          |                |               |  |        |               |  |  |      |
| Highly unlikely | Trivial risk   | Tolerable risk | Moderate risk     |         |                   |                 |              |                |               |          |                |               |  |        |               |  |  |      |
| Unlikely        | Tolerable risk   | Moderate risk  |                   |         |                   |                 |              |                |               |          |                |               |  |        |               |  |  |      |
| Likely          | Moderate risk  |                |                   |         |                   |                 |              |                |               |          |                |               |  |        |               |  |  |      |



| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(a)(i)         | <p>1 mark for each correct idea up to a maximum of 5.</p> <ul style="list-style-type: none"> <li>• It is for leisure organisations/is available for public and private organisations</li> <li>• Organisations carry out a self assessment on their operation</li> <li>• Customer focuses/aims to improve customer service</li> <li>• They compare themselves to the industry standard/best practice information</li> <li>• They can identify strengths/areas for improvement</li> <li>• External validation is undertaken by assessors from the industry</li> <li>• They are given a percentage score for their grading/they need to get 60% for this award (60% registered, highly commended 75-84%, excellent 85% and above is the full scoring system which would lift this to 2 marks)</li> <li>• They may get a mystery visit</li> <li>• They will get a maintenance assessment to maintain their registration on the scheme</li> <li>• This is based on a two year cycle/two visits are made in two years.</li> </ul> | (5)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(a)(ii)        | <p>1 mark for each correct possible piece of evidence up to a maximum of 3.</p> <ul style="list-style-type: none"> <li>• Asking customers at the pool about the facilities</li> <li>• Documentation such as maintenance year-planners for the swimming pool</li> <li>• Records of staff training for handling chemicals</li> <li>• Cleaning schedules for changing rooms.</li> </ul> <p>Or any other realistic response.<br/>If the suggestions offered are only concerned with what might be expected as the end product of putting the evidence into practice - eg clean changing rooms, well trained staff, then allow 1 mark max for these.</p> | (3)  |

| Question Number                     | Indicative Content  |
|-------------------------------------|---|
| <p>2(b)(i)</p> <p>QWC (i - iii)</p> | <p><b><u>Applied links between the Swim centre information and Quest</u></b></p> <p><i>Pool hot and rooms cold could be improved through introduction of systems linked to maintenance or environment control</i></p> <p><i>Lack of clean poolside/changing rooms improved with attention to housekeeping and cleanliness</i></p> <p><i>Complaints etc improved with introduction of systems for customer feedback, customer research and people management</i></p> <p><i>Equipment problems could be improved through regular risk assessments of it, policies of buying the best, customer introductions so that they know how to use it.</i></p> <p><i>Candidates may well find other more obscure, but equally valid, links!</i></p> <p><b>eg</b></p> <p><b>Level 1</b> - It will give them public recognition that they are trying to improve. Customers will get a better service.</p> <p><b>Level 2</b> - As the requirements include checks being made on equipment - they should have a maintenance schedule for all areas. This should mean that the problems like the pool and changing rooms not always being right are eliminated.</p> <p><b>Level 3</b> - The evidence that Quest requires means that these problems should be eliminated. They have to show regular maintenance schedules so the equipment for heating should always be working properly. The cleaning schedules will mean that this is regular - at the moment it looks like it is being done well but not often enough. Quest also focuses on organisation of staff so that if information needs to be passed on there will be a set system for this so it always should be done. Quest emphasises quality in equipment so they will realise that it is a false economy to buy poor quality, especially as it could upset customers.</p> |

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material  |
| Level 1 | 1-3  | Simple analysis of the benefits of Quest given but with little, if any, to link to the information about the swim centre. These will probably be fairly generic and the influence on the club only implicit. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.   |
| Level 2 | 4-6  | Benefits are linked to the information about the swim centre in a general way. There is some analysis of how the characteristics of Quest will help to combat the problems stated, although specific problems may not be addressed. To achieve this level there must be evidence of the stimulus being used directly or that the benefits are specifically of Quest and not just any quality system. 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. |
| Level 3 | 7-8  | Detailed analysis characterised by specific linkage of aspects of the Quest system with the given problems at the swim centre. The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.   |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(b)(ii)        | <p>Mark on a points basis, with a full 4 mark answer needing the following ideas:</p> <p>2 marks for theory of liP and/or Quest<br/> liP is mainly about people (1)<br/> Quest deals with people and facilities (1)<br/> 2 marks for application to scenario<br/> man of the centre's problems re facility rather than people based (1)<br/> Example of those that can only be dealt with by Quest (1)</p> <p>A well written response may cover some of these only implicitly. This is fine as it is the overall response which is the key. If you think it fully answers the question, award full marks. Response that only deal with the benefits of liP (ie those that say 'yes, it would be better') can get max 3 marks. The second and third marks should be awarded for good application of liP to the problems outlined.</p> | (4)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(c)            | <p>1 mark for each correct statement up to a maximum of 4.</p> <ul style="list-style-type: none"> <li>• Is customer service focused</li> <li>• Run by the government</li> <li>• Relatively cheap to implement</li> <li>• Is for public sector organisations</li> <li>• Sets standards based on what the customer wants/shows it listens to customers and acts upon it</li> <li>• Offers choice for a wide range of needs</li> <li>• Promotes continuous improvement</li> <li>• Involves staff in the planning and implementation of change</li> <li>• Staff are encouraged and empowered to put things right where possible</li> <li>• Benefits of new technology are maximised</li> <li>• Communities have a say in the design and delivery of local services.</li> </ul> | (4)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(a)            | <p>Up to 3 marks for explanation of what it is/what is involved in it.<br/>Reserve 1 mark for basic explanation of what a study is. The other 2 will probably be gathered for items that will be contained in it, although good explanations of its function can gain all 3 marks. Look for an overall understanding of what it is and how it is useful in project planning a response that shows this should get 3 marks.<br/>eg</p> <ul style="list-style-type: none"> <li>• This is carried out to decide whether the project can be done or not (1). This will include calculating how much it will cost and how the money is to be raised (1). It will investigate what marketing will be needed (1).</li> </ul> <p>N.B. Allow 'decide whether the project is possible' for 1 mark but not 'whether the project is feasible'. They do need to translate the word 'feasible' for the mark.</p> | (3)  |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3(b)(i)</b>  | <p>Up to 2 marks available.</p> <p>2 mark answer</p> <ul style="list-style-type: none"> <li>• 2590</li> </ul> <p>1 mark answers</p> <ul style="list-style-type: none"> <li>• 1590</li> <li>• 2410</li> <li>• Both 360 and 1250 seen but final total incorrect.</li> <li>• 1610</li> <li>• One mistake made in otherwise completely correct method.</li> </ul> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>3(b)(ii)</b> | <p>Up to 3 marks available.</p> <p>3 mark answer</p> <ul style="list-style-type: none"> <li>• 359</li> </ul> <p>2 mark answers</p> <ul style="list-style-type: none"> <li>• One mistake made in otherwise completely correct method</li> <li>• 2154 seen together with attempt to divide 2154 by 6</li> <li>• 3154 minus.1000 incorrectly done but their total is correctly divided by 6.</li> </ul> <p>1 mark answers</p> <ul style="list-style-type: none"> <li>• Two mistakes made in otherwise correct method</li> <li>• Answer given as 525-526 inclusive, even if it involves fraction of a person!</li> <li>• 3154 minus.1000 seen</li> <li>• 2154 seen.</li> </ul> | <b>(3)</b> |

| Question Number  | Answer  | Mark       |
|------------------|---|------------|
| <b>3(b)(iii)</b> | <p>Up to 3 marks. Reserve 1 mark for explanation of what the 10% is for. Other two may come from examples or more detailed explanation.</p> <ul style="list-style-type: none"> <li>• This will be a contingency fund (1) to cover any costs that may not have been foreseen (1). This could be something like the cost of stamps rising before the mailings are sent out so the £28 per 100 would be wrong (1).</li> </ul> <p>Look for an overall understanding of what it is and how it is useful in project planning/operation - a response that shows this should get 3 marks.</p> | <b>(3)</b> |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(b)(iv)        | <p>1 mark for identifying a realistic method of evaluating this project.</p> <p>2 marks for explaining how it could be used to evaluate this event.</p> <ul style="list-style-type: none"> <li>They could use financial objectives to evaluate it (1). They could set a target at the start as to how much they would like to make (1). It would be a success if they achieved this figure.(1)</li> </ul> | (3)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 3(c)(i)         | <p>Up to 3 marks for correct explanation of customer profiling.</p> <ul style="list-style-type: none"> <li>This is where customers details like age, habits are processed by the system (1) to determine what products/services might be most attractive to them (1). Customer information may include what they buy or activities they take part in at the centre (1). This can then be used to target them in advertising or create a more personal relationship with customers (1).</li> </ul> | (3)  |

| Question Number                      | Indicative Content  |
|--------------------------------------|---|
| <p>3(c)(ii)</p> <p>QWC (i - iii)</p> | <p><b><u>Applied links between Durlon Swim centre and an electronic marketing scheme</u></b></p> <p><i>Membership scheme will mean that they have their members' addresses etc which means they can send them adverts for the social events, galas etc through it.</i></p> <p><i>Could encourage target marketing perhaps for the café or for the different types of events.</i></p> <p><i>Can keep record of when they go if the use swipe entry cards so could send special offers for times they go swimming.</i></p> <p><i>They will be able to see how often members use the pool and if they don't use it much they can contact them so they retain rather than lose them to the new centre.</i></p> <p><i>Allow also links to a possible website as long as there is some idea as to how this will be linked to membership given.</i></p> <p><b>N.B.</b> Beware of responses who only deal with benefits of swipe cards rather than membership schemes. They are related but it is a narrow range of response that is unlikely to get beyond mid L2 at best.</p> <p><b>eg</b></p> <p><b>Level 1</b> - They could have subscriptions automatically renewable by the system. They will have good communication with their members.</p> <p><b>Level 2</b> - An electronic membership scheme allows them to communicate efficiently with their members as they will have their email/address etc. This means they can advertise their events more efficiently so meaning more people are likely to attend and their functions will make more money.</p> <p><b>Level 3</b> - Because they have all their members' data to hand they can personalise their service and therefore keep members/attract more. They can communicate quickly with them, whether it is just sending them a birthday card or special deals for particular events. It will be easy to send details of their events to all their members and this may mean more attend events like the wine tasting. If it is combined with a membership card then this may record what they do in connection with the club and enable them to target market them - eg if they use the café they could offer them a discounted meal. Their electronic system may even link to other pools and they may have reciprocal use arrangements if their members are elsewhere, eg on business. All this will encourage their members to stay.</p> |

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material   |
| Level 1 | 1-3  | Benefits simply stated probably in no more than list form. Any analysis will be in very general terms. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.  |
| Level 2 | 4-6  | Some sound analysis of at least one benefit to the club. There should be some reference to the characteristics of the club outlined in the stimulus material. There will probably be a considerable amount of generic benefit as well. Specific reference to the stimulus is needed for the top of the level. 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. |
| Level 3 | 7-8  | Detailed analysis of 2-3 benefits to the park, with specific reference to Durlon Swimming Club. The benefits should be directly related to the characteristics of DFS as outlined in the stimulus material. The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.   |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(d)(i)         | <p>1 mark for identification of one benefit and up to 2 marks for explanation of how it operates.<br/> <b>N.B.</b> Credit only <i>one</i> benefit.</p> <ul style="list-style-type: none"> <li>• They would need less staff to take tickets (1). This would mean that they would not need to employ so many, saving wages(1). This would reduce costs and therefore increase the centre's profits (1).</li> </ul> | (3)  |



| Question Number | Answer   | Mark |
|-----------------|--|------|
| 3(d)(ii)        | <p>Up to 2 marks for each explanation, depending on depth.</p> <ul style="list-style-type: none"> <li>• They are costly to buy (1). This mans that savings in money will tend to be long term (1) and this may prevent them reducing prices as they have to cover the costs now (1).</li> <li>• New systems will mean that staff need to know how to use them so they will need training (1). They may not feel confident on them so mistakes may be made (1) and they may create problems as they could be ‘anti’ them as they think they are going to replace people with technology (1).</li> </ul> <p><b>N.B.</b> There is no indication that swimmers <i>have</i> to pay in this way or buy a season ticket so beware of responses that assume this and criticise the system accordingly.</p> | (4)  |



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCE**

# Leisure Studies

## Unit 5: Employment in Leisure

Sample Assessment Material

**Time: 1 hour 30 minutes**

Paper Reference

**6970/01**

**You must have:**

Calculator

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

N36573A

©2009 Edexcel Limited.

2/2/2/



Turn over ►

**edexcel**   
advancing learning, changing lives

**Answer ALL questions.**

**1**

In the city of Sinton there are three museums owned by the same company. Sinton Railway Museum is one of these. The museum employs forty staff. Fifteen of these are on full-time contracts. These include most of the management posts and some staff in the main office. Some of the full-time staff operate on a flexible working system. Some museum guides are employed full-time, but others are self-employed. The remaining employees are part-time or casual.

(a) Explain what is meant by **flexible working**.

(3)

.....

.....

.....

.....

.....

.....

.....

.....

(b) Explain why some museum guides might prefer to be full-time whilst others prefer to be self-employed.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**BLANK PAGE**

2

Sinton Railway Museum has recently experienced a high level of staff turnover. Two full-time museum guides and two part-time teaching staff have left. Although three part-time staff have joined, the museum is starting the recruitment process for a full-time senior museum guide. The first step in this recruitment process will be to carry out a job analysis.

(a) Explain why a job analysis is necessary in the recruitment process for the senior museum guide at Sinton Railway Museum.

(3)

.....

.....

.....

.....

.....

.....

The following job description was sent out to prospective candidates for the post as part of an information pack.

Sinton Railway Museum  
Senior Museum Guide – Job Description

Roles and responsibilities

You will be responsible for the supervision and ongoing training of a team of part-time and full-time guides.

You will be responsible to the Railway Museum Guide Manager.

You will be required to conduct tours for parties of visitors around the museum and assist visitors with enquiries at the main information point.

Remuneration

The salary is £15 450 per year. You will get five weeks' paid holiday per year.

You can take advantage of the staff discount of 20% in the café.

Hours

You will be employed on a full-time contract. This will involve shift working and will include working some weekends. Voluntary overtime may be available.





(c) Identify **two** suitable methods of advertising that could be used to fill the post of senior museum guide. Explain why each method would be suitable.

(6)

1 .....

.....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

.....

The museum received a large number of applications for the post of senior museum guide and decided to produce a shortlist of six candidates for interview.

(d) (i) Identify **two** criteria you would expect to be included in the shortlisting process. Give reasons for your choices.

(6)

1 .....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

(ii) Explain why Sinton Railway Museum needed to create a shortlist.

(4)

.....

.....

.....

.....

.....

.....

.....

.....





3

The three museums owned by the company in Sinton are experiencing different levels of success. The other two, both in locations that are easily accessible, are experiencing a rise in visitor numbers. The Sinton Railway Museum has seen a decline in visitor numbers. The company has decided to move some of the exhibits from the Sinton Railway Museum to one of its other museums, Sinton History Museum. This means that some of the staff at the Sinton Railway Museum may have to be made redundant.

(a) (i) Explain what is meant by the term **redundancy**.

(3)

.....

.....

.....

.....

.....

.....

.....

(ii) Describe a procedure Sinton Railway Museum could use to make staff redundant.

(4)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(iii) Explain why it is important for Sinton Railway Museum to have a redundancy procedure.

(4)

.....

.....

.....

.....

.....

.....

.....

(b) Explain why redeployment might be an alternative to redundancy in this situation at Sinton Railway Museum.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 3 = 17 marks)**

4

The expansion at Sinton History Museum has meant an increase in staff numbers from 45 to 60. This means that the staff room is crowded. There used to be a games table which now cannot be used. In the office more computers have been installed but working conditions are now cramped for the staff. Since the expansion the museum has seen an increase in sickness and absence amongst the staff.

Some staff have been transferred from Sinton Railway Museum to Sinton History Museum. They have taken on job roles that are completely new to them so they are having difficulty settling in. Some of the existing Sinton History Museum staff seem to resent the newcomers and teams are not working very efficiently. Comment cards show that customers are less satisfied with the service they now receive than before the expansion.

(a) Explain what is meant by **sickness and absence**.

(3)

.....

.....

.....

.....

.....

.....



(b) Explain how an improvement in the working environment might be used to motivate the workforce at Sinton History Museum.

(6)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**PLEASE TURN OVER – QUESTION 4C BEGINS ON NEXT PAGE**



## Sample Mark Scheme

### Unit 5: Employment in Leisure

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(a)            | <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> | (3)  |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 1(b)            | <p>1 mark for each correct explanatory comment</p> <ul style="list-style-type: none"><li>• Self employed people have less job security.(1)</li><li>• Staff who are full-time have a guaranteed wage (1)</li><li>• Self employed people have more flexibility to work when they want to (1)</li><li>• Staff working full-time may have more responsibilities, like a family (1), so they want a guaranteed income(1)</li><li>• 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).</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)</li></ul> | (6)  |

| Question Number | Indicative Content   |  |
|-----------------|--|--|
| 1(c)            | <p><b><u>Applied links between the use of a mix of employee types and SRM</u></b><br/> <i>Some staff eg teachers only needed 'as and when' so not appropriate to be full time</i><br/> <i>Need some flexibility with shifts in a long day - may not need 2 full-time but more than 1</i><br/> <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><br/> <i>Some times are busier than others, eg 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><br/> <b>N.B.</b> Candidates my find other valid links</p> <p><b>Level 1</b> - It allows them to cover their long opening time better. Part-timers can work in the school holidays.<br/> It would be better to have managers as full time but you don't need lower staff to be full-time.</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.</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.</p> |  |
| Level           | Mark   | Descriptor   |
|                 | 0  | No rewardable material   |
| Level 1         | 1-3  | Basic statements of the advantages of having a mixture of full time/part-time and casual staff.  |
| Level 2         | 4-6  | 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  | 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. |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 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.</p> <p><b>N.B.</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> | (3)  |

| Question Number       | Indicative Content  |   |
|-----------------------|---|---|
| 2(b)<br>QWC (i - iii) | <p><b>Level 1</b> - Does not tell them how many hours they work. Does not tell them how many people they are looking after.</p> <p><b>Level 2</b> - Although they know it is full-time, this is not a set number of hours so they don't know how long they will have to work for their salary. This might put them off from applying.</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.</p> |   |
| Level                 | Mark  | Descriptor  |
|                       | 0   | No rewardable material  |
| Level 1               | 1-2   | Statement of problems, probably only omissions, in the job description. Simple justification of what is there. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.                                       |
| Level 2               | 3-4   | Simple evaluation of the job description, giving some basic reasons why aspects of it make it suitable/unsuitable. 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.                               |
| Level 3               | 5-6   | Sound evaluation, linking their reasoning to the purpose of producing a job description for the recruitment process. The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 2(c)            | <p>1 mark for each correct identification.<br/>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)<br/>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> | (6)  |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 2(d)(i)         | <p>2 marks for 2 correct criteria.<br/>Up to 2 marks for explanation of why each one is suitable.<br/>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> | (6)  |

| Question Number | Indicative Content   |                              |
|-----------------|--|------------------------------|
| 2(d)(ii)        | <p><b>Level 1</b> - There was a large number of applications.<br/>It would take too long to interview them all.</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.</p> |                              |
| Level           | Mark   | Descriptor                   |
|                 | 0  | No rewardable material       |
| Level 1         | 1-2  | Reasons are identified only. |
| Level 2         | 3-4  | Reasons are explained.       |

| Question Number | Indicative Content   |   |
|-----------------|--|---|
| 2(e)            | <p><b>Level 1</b> - They would have to employ him if it's practical. They might have to make some adjustments to the building - this could include putting a lift in if there wasn't one.</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.</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.</p> |   |
| Level           | Mark   | Descriptor  |
|                 | 0  | No rewardable material  |
| Level 1         | 1-3  | Basic analysis doing little more than stating some correct possible courses of action.  |
| Level 2         | 4-6  | Sound analysis with some reference to the given scenario.   |
| Level 3         | 7-8  | 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. He would be given a staff handbook.</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.</p> |   |
| Level           | Mark   | Descriptor  |
|                 | 0  | No rewardable material  |
| Level 1         | 1-3  | Simple explanatory statements including what would be included.   |
| Level 2         | 4-6  | 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. |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 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> | <b>(3)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 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> | <b>(4)</b> |

| Question Number | Indicative Content   |   |
|-----------------|--|---|
| 3(a)(iii)       | <p><b>Level 1</b> - So everyone is aware of what is going on during the process.</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.</p> |   |
| Level           | Mark   | Descriptor  |
|                 | 0  | No rewardable material  |
| Level 1         | 1-2  | Reasons are stated but without explanation.   |
| Level 2         | 3-4  | 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><b><u>Applied links between redeployment and SRM</u></b><br/> <i>They have 2 other museums so redeployment is an option</i><br/> <i>The other museums are accessible so there should be no problem for the workforce going somewhere else</i><br/> <i>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)</i><br/> <b>N.B. Candidates may find other valid links</b></p> <p><b>Level 1</b> - Redeployment is moving people to other places to work. It might be cheaper than having to pay them off. They could give them training to work elsewhere.</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.</p> |  |
| Level           | Mark  | Descriptor   |
|                 | 0   | No rewardable material   |
| Level 1         | 1-3   | Basic generic explanation as to why redeployment might be better.              |
| Level 2         | 4-6   | Sound explanation linking idea of redeployment to the actual situation at SRM. |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 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> | (3)  |

| Question Number | Indicative Content  |  |
|-----------------|---|--|
| 4(b)            | <p><b><u>Applied links between improvement to the working environment and SHM</u></b></p> <p><i>Working conditions are now cramped (computers etc) so staff will find it less pleasant and standard of work/motivation suffer</i></p> <p><i>Staff have been used to relaxing with games and now cannot do this - this will decrease motivation so this needs to be reversed</i></p> <p><i>Not enough room for the all - this will promote discontent and reduce motivation</i></p> <p><i>All these seem to be increasing absence/illness</i></p> <p><b>N.B. Candidates my find other valid links</b></p> <p><b>Level 1</b> - They need to build/create a new staff room so they are all comfortable.<br/>People won't work to their best if conditions are poor.</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.</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.</p> |  |
| Level           | Mark  | Descriptor   |
|                 | 0   | No rewardable material   |
| Level 1         | 1-2   | Simple explanation of the benefits of an improvement in the working environment to SHM.                                      |
| Level 2         | 3-4   | Sound explanation of the possible benefits linking use of an improvement in the working environment to the situation at SHM. |
| Level 3         | 5-6   | Detailed explanation of how improvements in the working environment can be used to motivate the workforce at SHM.            |

| Question Number       | Indicative Content  |  |
|-----------------------|---|--|
| 4(c)<br>QWC (i - iii) | <p><b><u>Applied links between SHM and the use of staff development and training as a motivational tool</u></b></p> <p><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></p> <p><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><b>N.B. Candidates may find other valid links</b></p> <p><b>Level 1</b> - If they have training they will make less mistakes<br/>If people can do their job better this means they are more confident in their work, so will feel better doing it.</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.</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.</p> |  |
| Level                 | Mark  | Descriptor   |
|                       | 0   | No rewardable material   |
| Level 1               | 1-3   | Basic analysis doing little more than stating some benefits. The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.  |
| Level 2               | 4-6   | Sound analysis of its use with some reference to the given scenario. 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.  |
| Level 3               | 7-8   | Detailed analysis clearly relating the requirements of the act to the situation at SRM. The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy. |



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts NG18 4FN  
Telephone 01623 467467  
Fax 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Publications Code UA015763 May 2009

For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

Edexcel Limited. Registered in England and Wales No. 4496750  
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

**Ofqual**  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



*Rewarding Learning*