

Applied Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

Mark Schemes for the Units

January 2010

H128/H528/MS/10J

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CONTENTS

Advanced GCE Applied Leisure Studies (H528)

Advanced Subsidiary GCE Applied Leisure Studies (H128)

MARK SCHEMES FOR THE UNITS

Unit/Content	Page
G182 Leisure industry practice	1
G184 Human resources in the leisure industry	26
Grade Thresholds	51

G182 Leisure industry practice

Question No.	Content/Exemplar Response	Additional Guidance
<p>1 (a)</p> <p>Identify and explain three possible criteria that facilities such as SLC have to demonstrate in order to achieve the Charter Mark quality standard</p> <p>6 marks [1+1]*3</p>	<p>Points marking</p> <p>Award one mark for the correct identification of each of three criteria and award a second mark for an appropriate developmental comment about each.</p> <p>Indicative content: Criteria to include:</p> <ul style="list-style-type: none"> • Improved choice [1]. The facility provides a wide range so customer's needs are met – children single parents, older people [1]. • Continuous improvement [1]. The facility set new targets every year to provide better facilities or reduce costs [1]. • Benefits of new technology maximised [1]. The facility can use technology to add value to customers or improve the running of the facility – environment control of the pool [1]. • Users and staff are consulted where possible [1]. The facility actively asks users both internal and external for ideas on how to improve [1]. • Communities have a say in design and delivery of local services [1]. The facility actively involves the local community – focus groups [1]. • Set standards and perform well [1] such as setting service standards – answering the telephone after a set number of rings [1]. • Actively engaging with your customers, partners and staff [1] the facility actively asks users for ideas how to improve [1]. • Be fair and accessible to everyone and promote choice [1]. The facility provides a wide range of activities so customer needs are met [1]. • Continuously develop and improve [1]. You assess, record and analyse satisfaction levels for the full range of customers for all areas of your service [1]. 	<p>Do not accept ;</p> <ol style="list-style-type: none"> 1. staff training/development 2. excellent customer service 3. staff improvement

Question No.	Content/Exemplar Response	Additional Guidance
<p>1 (b)</p> <p>Identify and explain three benefits of the Charter Mark quality standard to a facility such as SLC.</p> <p>6 marks [1+1]*3</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of three explanations plus a further one mark for each of three explanations.</p> <p>Indicative content: Benefits to include:</p> <ul style="list-style-type: none"> • Less time spent on complaints [1]. Increasing productivity of staff who are not dealing with complaints [1]. • Greater customer satisfaction. • Increased customers from repeat business [1]. Customers who come back due to good customer service saving money in areas such as marketing. • Increased new customers from word of mouth [1]. New customers coming on recommendations of others saving money in areas such as marketing [1]. • Pleasant working environment [1]. Reducing staff turnover as the environment becomes more stress free [1]. • Reduced costs [1]. Allowing to be more competitive as not wasting money on mistakes [1]. • To improve your service [1] to improve customer satisfaction [1]. • To get expert feedback [1]. The process of customer enquiry offers innovative ideas, quickly put into practice [1]. • To help improve staff morale [1]. Attaining the standard has a positive effect on staff morale [1]. 	<p>Do not accept a vague statement like 'high standards'</p> <p>Accept; Improve reputation/image; give edge over the competition; increased revenue</p>

Question No.	Content/Exemplar Response	Additional Guidance
<p>2 (a)</p> <p>Discuss how the Working Time Regulations impact on an organisation such as SLC</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes how the Working Time Regulations impact on an organisation such as SLC. Information may be in the form of a list of impacts. Candidates will include explanations of possible impacts which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of how the Working Time Regulations impact on an organisation such as SLC. Candidate effectively discusses the impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Impacts to include:</p> <ul style="list-style-type: none"> • Upper limit 48 hours unless opt out used • A limit of 8 hours of work in 24 which night workers can be required to work • A right to 11 hours rest a day • A right to a day off each week • A right to an in work rest break if the working day is longer than 6 hours • A right to four weeks paid leave a year • Hours worked must be reasonable for the type of contract • Where unsocial hours are involved usually enhanced rates are used • Rest breaks are provided if necessary • Different rules dependant on age of employee 	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Exemplar response:</p> <p>Level 1 Working time regulations mean that the employee only works certain hours – 48 hours, and take regular rest breaks. Working time regulations place a responsibility to ensure that their staff not work over a given time – 48 hours usually, however they can allow their staff to opt out and work more than this if they chose. The Working Time Directive gives responsibilities on both sides to both staff and customers to ensure the laws are abided by. Due to leisure being a seasonal industry and often working unsociable hours, the working time directive would be beneficial to staff as they are entitled to more breaks and pay.</p> <p>Level 2 Working time regulations mean that the employee only works certain hours – 48 hours, and take regular rest breaks. Working time regulations place a responsibility to ensure that their staff not work over a given time – 48 hours usually, however they can allow their staff to opt out and work more than this if they chose. The working time regulation will have a major impact on organisations such as SLC. As they operate with a range of staff from full time to part time and casual. They have to operate differently for each of these groups as they have differing needs. Although this can prove difficult to manage for the organisation it also provides benefits as they can reduce costs by having a flexible work force that is only called upon when and if needed. These factors are very important in leisure, which is a seasonal industry.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>2 (b)</p> <p>State two responsibilities that SLC has under the Disability Discrimination Act.</p> <p>2 marks [2*1]</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p>Indicative content: Responsibilities to include:</p> <ul style="list-style-type: none"> • Must not treat any employee/applicant less favourably due to a disability [1]. • Must make reasonable adjustments to accommodate a disable person [1]. • Facilities need to make sure people are able to access the facility [1]. • Facilities need to make sure people are able to take part in the activities like anyone else [1]. 	<p>Ensure there is no repetition</p>

Question No.	Content/Exemplar Response	Additional Guidance
<p>2 (c)</p> <p>SLC is aware of the need to review and keep up to date its health and safety risk assessment for the large pool area.</p> <p>Complete this health and safety risk assessment. You must:</p> <ul style="list-style-type: none"> • identify who is most likely to be harmed • indicate a possible consequence should each hazard occur <p>4 marks [4*1]</p>	<p>Points marking</p> <p>One mark for each correct identification up to a maximum of four identifications.</p> <p>Who is most likely to be harmed:</p> <ul style="list-style-type: none"> • diver [1] / other pool users [1] <p>Consequence:</p> <ul style="list-style-type: none"> • broken limb [1] / bruises [1] / cuts [1] / head injury [1] / facial injury [1] 	

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<p>2 (d)</p> <p>For each hazard identified in part 2(c) identify and justify a realistic measure to reduce this risk.</p> <p>Hazard – Diving in the shallow end</p> <p>Hazard – Slipping on the wet floor around the pool</p> <p>6 marks [1+2]*2</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p>Additional marks for the justification up to a maximum of two marks per justification.</p> <p>Hazard – diving in the shallow end Measure:</p> <ul style="list-style-type: none"> • depth signs to inform customers [1] <p>Justification:</p> <ul style="list-style-type: none"> • customers made aware of levels even if new to the facility [1] • customers less likely to dive if aware of depth [1] <p>Hazard – slipping on the wet floor around the pool Measure:</p> <ul style="list-style-type: none"> • removal of excess water by staff [1] • use of matting [1] • no running signs [1] <p>Justification:</p> <ul style="list-style-type: none"> • less likely to slip if less water [1] • less likely to slip if matting [1] • customers less likely to slip if walking around pool side [1] 	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3(a)</p> <p>SLC takes into account both internal and external influences on its business through the use of SWOT and PEST analysis.</p> <p>Complete a PEST analysis for SLC</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes some features of a PEST. Information may be in the form of a list of PEST features. Candidates will include explanations of possible PEST features which may be analysed with some success. The analysis in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of features of a PEST. Candidate effectively analyses features of a PEST. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <p>Political:</p> <ul style="list-style-type: none"> • changes in legislation • changes in taxation • changes in political party (local/national) • changes in education <p>Economic:</p> <ul style="list-style-type: none"> • disposable income available locally • unemployment levels • levels of investment locally <p>Social:</p> <ul style="list-style-type: none"> • changing demographic pattern/life expectancy • changing fashions in leisure choices • social attitude to exercise 	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Technical:</p> <ul style="list-style-type: none"> • advances in technology for other facilities • development in home based leisure <p>Exemplar response:</p> <p>Level 1 A PEST analysis takes into account the Political, Social, Technical and Economic factors that affect an organisation. These are factors that are external to the organisation so they can do little to change them, but must take actions to address these factors. SLC need to be aware of their local area and the population that lives there and areas such as demographic changes, a large number of the population around SLC are getting older, SLC will need to change and adapt if they are to survive as a leisure facility. They also have to be aware of things such as changes in technology, if they do not move with the times the customers will go elsewhere to facilities that provide up to date facilities.</p> <p>Level 2 SLC need to take account of all areas of the PEST analysis, as they all affect how the organisation operates. The economic factors of the country affect the cost of living, if this rises and people have less disposable income it is usually leisure that suffers as it is classed as a luxury item. Sunnyvale will have to look at the levels of disposable income in the area, this may mean that they have to either reduce costs to ensure leisure remains accessible to the public, and SLC may have to take a loss or stay at the same price and see a reduction in customers. The factors are beyond the control of the facility for example if there was a change in the education curriculum the college may no longer need to use the facilities which reduce the income for the facility. They need to be constantly aware of the changes in the market they serve so they can take action, they have an older population and may need to adapt facilities and services on offer to meet this group – or they will lose a large number of customers. People may also choose to do more leisure at home due to the growth in technology such as Wii fit – SLC needs to make sure that they take account of these factors and offer similar facilities in order to maintain their customer base. If SLC fail to take account of all factors they will lose customers to the competition, reducing income and in the long term having a detrimental effect on the services they can offer. The worst situation is that a lack of moving with the times may cause the facility to close.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3 (b)*</p> <p>Evaluate the product mix of the 'Summer Pool Programme (Large Pool)' in meeting customer needs.</p> <p>10 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes aspects of the product mix. Information may be in the form of a list of the features of the product mix. There is little or no attempt to evaluate. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Level 2: [4-6 marks] Candidate describes a number of aspects of the product mix. Candidates will show an understanding of the question and include explanations of a number of possible features of the product mix which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary. Candidate has a limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of aspects of the product mix. Candidate effectively evaluates the features of the product mix. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are well structure in a way that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p>	<p>This is the question assessing QWC</p> <p>Level 1: List – maximum 2 marks Two identifications plus one description – 3 marks Two identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least 'describe' Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Indicative content: Product Mix</p> <ul style="list-style-type: none"> - Products are goods and services offered by SLC - The range of products offered by SLC - Each product is linked to a specific customer group - All products move through the product life cycle <p>Exemplar response</p> <p>Level 1 The centre has provided a range of classes for the children such as inflatable fun or general swim and also for adults so something for everyone. The centre has provided inflatable fun, which is clearly for the children about the same time each day. They have specific classes for a wide range of groups such as parent and toddler, so meets parent's needs as they can swim in a safe environment. Slim and swim will appeal to people who are overweight and want to do something about it.</p> <p>Level 2 The centre has provided a range of classes for the children such as inflatable fun or general swim and also for adults so something for everyone. They have specific classes for a wide range of groups such as parent and toddler, so meets parent's needs as they can swim in a safe environment. The pool is in a town that has a mixed age group including a lot of older people. At the moment there are clear classes for adults and children and specific times, however this may cost them, as on some sessions the pool may be empty. There are only a few classes for older people and as a growing area of the population in the town this may put older customers off visiting, as these may not meet their needs.</p> <p>Level 3 The centre has provided a range of classes for the children such as inflatable fun or general swim and also for adults so something for everyone. The centre has provided inflatable fun, which is clearly for the children about the same time each day. They have specific classes for a wide range of groups such as parent and toddler, so meets parent's needs as they can swim in a safe environment. Sunnyvale has tried to meet the needs of a range of customers both younger</p>	

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	<p>people and regular adult customers. Although a holiday programme they have maintained the adult only swim, this ensures that the customers who use the facility every week are not affected by the holidays. Adult only also means adults are not affected by children splashing. Some of the children might find the evening finishes too late, and may become frustrated by the lack of activities- with many of the activities just being repeated, and may tend to go to the water flumes facility in the town. Although they have tried to meet the needs of a wide range of users it could be improved and unless they advertise it well they may not increase users.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3 (c)</p> <p>Discuss how SLC could use promotion strategies for its large pool programme as an element of its marketing mix.</p> <p>10 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes promotion strategies. Information may be in the form of a list of promotion strategies. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>Level 2: [4-6 marks] Candidate discuss a number of promotion strategies. Candidates will show an understanding of the question and include explanations of possible promotion strategies. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of promotion strategies. Candidate effectively discusses the features of promotion strategies. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Aspects include: Objectives:</p> <ul style="list-style-type: none"> • raise awareness • increase sales • informing customers • motivating customers • motivating people to buy • improving image 	<p>Level 1: List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<ul style="list-style-type: none"> • attracting new customers • maintaining existing customers <p>Methods:</p> <ul style="list-style-type: none"> • advertising • direct marketing • public relations • sales promotions <p>Exemplar response</p> <p>Level 1 Promotion is a vital part of the marketing mix, one aim of a promotional strategy is to make people to buy the product or service. They need to do a number of things in order to achieve this aim. SLC could use more advertising this would mean that more people would become aware of the product, so increasing the chance of them using the pool.</p> <p>Level 2 To ensure that SLC retain their previous customers they could use direct marketing, In order to gain new customers they could look at advertising and direct marketing. They need to make sure that the advertising is targeted to get the most from it. One of the main groups are schools and colleges, they could send posters to schools in the local area, which includes a discount coupon for students for the holiday period. This means that information about the new products and services could be sent directly to the customer – this is beneficial for SLC as these people may return again. SLC could combine this direct marketing with a sales promotion. By reducing the cost of the activity if booked for one of the off peak times, so increasing usage at off peak times.</p>	

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	<p>Level 3</p> <p>Public relations activities such as the open day, would be useful to target previous and new customers, it would allow the organisation to present itself in the best possible light, and book people in at other times of the year. However, should there be an alternative event on the same day, or poor weather this may affect uptake. The best option for SLC to increase usage of the centre during holiday sessions would be to have a promotional strategy that looks at all aspects of the marketing mix. They should carry out market research to collect qualitative and quantitative information from customers to find out what their customers want. From this information they could look at modifying the product and services they have on offer, in order to meet needs of their customers. They could carry out the promotion using a range of techniques and materials, by doing this they are able to target specific groups and ensure the marketing campaign covers a wide but suitable audience. Sales promotions – offering discounts, may encourage off peak usage, however, this may be costly for the organisation in terms of profit. Direct marketing would allow them to target specific groups who may want to use the centre, however but may be viewed as junk mail and thrown away without reading it. Public relations would be good in terms of image, however, may not results in a huge number of sales as it may be very localised to the facility.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>4(a)</p> <p>Explain each of the following terms:</p> <ul style="list-style-type: none"> • cash surplus • gross profit <p>4 marks [2*2]</p>	<p>Points marking</p> <p>Award up to two marks for each correct explanation</p> <p>Cash surplus: More money coming in than going out [1]. More money coming in from sales than going out from expenditure [1].</p> <p>Gross profit: This is difference between sales and cost of sales, [1] before selling, distribution or admin taking into account [1].</p>	
<p>4 (b)</p> <p>Assess how a profit and loss account could help the management of SLC in its financial planning.</p> <p>10 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes how a profit and loss account could help the management of SLC in its financial planning. Information may be in the form of a list of features of a profit and loss account. There is little or no attempt to assess</p> <p>Level 2: [4-6 marks] Candidate describes features of a profit and loss account. Candidates will show an understanding of the question and include explanations about how a profit and loss account could help the management of SLC in its financial planning. The assessment in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>	<p>Level 1: List – maximum 2 marks Two identifications plus one description – 3 marks Two identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p>

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	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation about how the use of a profit and loss account can help the management of SLC. Candidate effectively assesses the features of a profit and loss account. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content Profit and Loss Account</p> <ul style="list-style-type: none"> - Provides information to the owner / outside organisations with an interest - Shows income and Expenditure over a given period – 12 months <p>Contains</p> <ul style="list-style-type: none"> - Sales of the organisation - Cost of sales to the organisation - Gross Profit - Overheads - Net Profits <p>Exemplar responses Level 1 A profit and loss account shows an organisations income and expenditure over a given period of time, usually twelve months. The profit and Loss account can show the management of SLC whether the organisation is making money or not, and if they are achieving their key objectives or not. If SLC are not meeting their aims, the profit and loss account would allow them to identify areas to take actions to make things better.</p> <p>Level 2 A profit and loss account shows an organisations income and expenditure over a given period of time, usually twelve months, and can show whether the organisation is making money or not so action can be taken All profit and loss accounts will show whether an organisation is carrying forward profit and loss in the next accounting period, and in doing so can prove useful for</p>	<p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>the organisation to compare the financial health over different periods of time or comparison with similar organisations. The profit and Loss account can show the management of SLC whether the organisation is meeting its aims and objectives, it allows them to identify areas that are over and underachieving and take the appropriate actions.</p> <p>Level 3 The information in the profit and loss account is a summary of all the income and expenditure over a set period of time, and will act as an indicator of the success or failure of management policies and strategies. It also gives management of SLC a full understanding of how able it is to cover its debts or not, and would allow them to take appropriate action before the organisation is compromised. It also allows the management to view how the product is directly affected by rising costs and arms them with the information to take action. They could also be done on a department basis, or monthly, half yearly etc, however a disadvantage of this is that this does take time. The profit and loss account does give managers the necessary information to take an organisation forward, this could be finding out that they have excess money and therefore may expand, or find that they are over extending themselves so can make the necessary cuts before they go to far.</p>	

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<p>4 (c)</p> <p>State four items which would normally be listed on a balance sheet</p> <p>4 marks [4*1]</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of four identifications.</p> <p>Indicative content: Items to include:</p> <ul style="list-style-type: none"> • Assets [1] • Current assets [1] • Current liabilities [1] • Owners capital [1] • Fixed assets [1] • Long term liabilities [1] • Capital [1] • Working capital [1] • Net assets employed [1] • Total capital employed [1] • Intangible assets [1] 	

Question No.	Content/Exemplar Response	Additional Guidance
<p>5 (a)</p> <p>The ICT management information system of SLC needs to be secure, but still usable as required. Identify and justify two ways in which security can be ensured.</p> <p>6 marks [1+2]*2</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p>Additional marks for the justification up to a maximum of two marks per justification.</p> <p>Indicative content: Methods to include:</p> <ul style="list-style-type: none"> • Firewall [1]. Helps to prevent unauthorised access [1], and prevent viruses entering the system [1] • Passwords [1]. Only allows authorised people to access the system [1], which can be updated on a regular basis [1] • Restriction to different area of system through password protection [1]. Only allows authorised people to access the system at a level to which they are allowed [1]. • Overall access to offices/computers [1]. Limit physical access to machines [1] reducing opportunities for people to access [1]. • Covers to prevent view of screen/keyboards [1]. This reduces the chance of someone else being able to see the password as with pin numbers [1]. • Back-up system in failure [1]. This ensures that if any major problem occurred the system is fully backed up and available for use [1]. 	<p>Accept; Virus protection Back up documents</p>

Question No.	Content/Exemplar Response	Additional Guidance
<p>5(b)</p> <p>SLC uses ICT effectively. It has computerised systems which provide the senior management team with up-to-date and accurate information on the following aspects:</p> <ul style="list-style-type: none"> • bookings • staff work records • customer payments • payroll <p>Discuss how information from two of these aspects could be used to assist SLC in its forward planning.</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-2 marks] Candidate identifies/describes ways in which aspects could be used to assist SLC in its forward planning. Information may be in the form of a list of ways. Candidates will include explanations of possible ways which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [3-4 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the ways in which aspects could be used to assist SLC in its forward planning. Candidate effectively discusses ways. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • bookings <p>Class usage Peak Months Peak Days Peak Times Off Peak Usage Customer demographics</p> <ul style="list-style-type: none"> • staff work records <p>Qualifications achieved Training courses undertaken Hours worked</p>	<p>For each aspect use level of response mark scheme</p> <p>Accept reference to recording staff hours to easily work out wages</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<ul style="list-style-type: none"> • customer payments <p>Time customer entered Type of activity undertaken Customer Age</p> <ul style="list-style-type: none"> • payroll <p>Staff personal Details Hours worked Salary Level Duration of employment</p> <p>Exemplar response</p> <p>Booking Systems</p> <p>Level 1 An electronic booking system allows SLC to understand when people are coming to use the facilities, this makes sure they have the right people in the right place at the right time, to meet customer needs</p> <p>Level 2 An electronic booking system allows SLC to understand when people are coming to use the facilities, this allows them to ensure that their resources are used in the most efficient way. They can organise the correct number of classes and staffing from the information collected. This information could also be used year on year to identify the peak and off peak times – so resources are used correctly.</p> <p>Staff Work Records</p> <p>Level 1 The staff work records allow SLC to understand which staff they have who are qualified to work in the facility. As people do new training courses it keeps a record of the changes to ensure that money is not wasted training people incorrectly.</p> <p>Level 2 The staff work records allow SLC to understand the staff they have and what they can offer SLC, this allows them to ensure that their resources are used in the most efficient way. They can organise the correct number of staff ensuring</p>	

Question No.	Content/Exemplar Response	Additional Guidance
	<p>no one does hours over that allowed by law. The information could also be used year on year to identify the staff development needs of the staff to meet the organisations aims. This saves wasting money of training not needed.</p> <p>Customer payments Level 1 Customer payments system allows SLC to understand when people are coming to use the facilities, if they have not pre booked it provides information about who came in at what time to do what activity.</p> <p>Level 2 Customer payments system allows SLC to understand when people are coming to use the facilities, if they have not pre booked it provides information about who came in at what time to do what activity. This information can be used alongside the booking system so they can organise the correct number of classes and staffing from the information collected. This ensures resources are used correctly and efficiently.</p> <p>Payroll Level 1 The staff payroll records allow SLC to know how to contact the staff who work for them. The details on the payroll can be used to contact people if they need staff to do cover for a sick colleague etc. The details also give the information about how long the staff have worked for the facility and what the salary level is.</p> <p>Level 2 The staff payroll records allow SLC to know how to contact the staff who work for them. The details on the payroll can be used to contact people if they need staff to do cover for a sick colleague etc. The details also give the information about how long the staff have worked for the facility and what the salary level is, so it can be reviewed in the light of additional training and qualifications obtained.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>5 (c)</p> <p>Assess how SLC could monitor and evaluate the success of activities such as the 'Summer Pool Programme (Large Pool)'</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes how SLC could monitor the success of activities such as the 'Summer Pool Programme (Large Pool)'. Information may be in the form of a list of ways. Candidates will include explanations of possible ways which may be assessed. The assessment in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of how SLC could monitor the success of activities such as the Summer Pool Programme. Candidate effectively assesses the ways. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <p>Points to consider:</p> <ul style="list-style-type: none"> • customer surveys • attendance numbers • income figures • ticket sales • repeat visits • membership numbers • customer complaints <p>Exemplar candidate response</p>	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Level 1</p> <p>SLC like any leisure organisation could be monitoring customer feedback By doing customer surveys to see what they think. They could also look at attendance numbers and see if these have changed. They could also look at income figures and see if this has increased. They also need to look at other factors such as the weather and how this changes things.</p> <p>Level 2</p> <p>SLC like any leisure organisation could be monitoring customer feedback by using both qualitative and quantitative methods, as one focuses on opinions and feelings and the other is shown through numbers. They could do a customer surveys to see what customers think, this could be quite cheap if done in the facility, however it may inconvenience the customer who just wants to go home, also often people do not give truthful answers if asked questions face to face. They could also look at attendance numbers and income figures and see if these have changed. These would have to be reviewed against figures at the same time of year but before the new programme was in place as this would give a true reflection of any increases in attendance and income. The could also review the number of people who have taken up memberships of the facility after the new programme is in place – this would be useful as these people could be asked if the new programme is the reason that they have taken up membership. Customer complaints could be monitored to see if these go down, however they also need to consider that if the programme is new and bigger they may get more complaints. They also need to look at other factors such as the weather and how this changes things, had it been a wet summer the attendance may have gone up but not due to the new programme – but more the weather or other external factors.</p>	

G184 Human resources in the leisure industry

Question No.	Content/Exemplar Response	Additional Guidance
<p>1 (a)</p> <p>As in any leisure organisation, sometimes Out and About needs to terminate the employment of members of its staff.</p> <p>Explain two reasons for the termination of employment.</p> <p>4 marks [1+1]*2</p>	<p>Points marking</p> <p>Award one mark for each identification up to a maximum of two identifications plus up to a further one mark for each of two explanations.</p> <p>Indicative content: Reasons to include:</p> <ul style="list-style-type: none"> • Personal dissatisfaction with job [1], this could be because the employee is unhappy with their working conditions [1] • Factors in personal life [1] examples of this could include, education [1], health [1], moving to a new location [1] • Obtaining a new job [1], this may have better working conditions [1], better hours [1], shorter distance to work [1], better pay [1] • Retirement [1], this may be because the individual has a medical condition forcing early retirement [1] • Dismissal [1], employee has failed to follow working practices [1] • Layoff [1], due to economic cycles [1] • End of contract [1] • Misconduct [1] • Gross misconduct [1] 	
<p>1 (b)</p> <p>Identify Stages 2 and 3 in the disciplinary procedure</p> <p>2 marks [1*2]</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p>Stage 2 – a formal written warning [1]</p> <p>Stage 3 – a final written warning [1]</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>1 (c)</p> <p>Assess the advantages and disadvantages to Out and About of using self-employed instructors rather than permanently employed instructors.</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes advantages and disadvantages to Out and About of using self-employed instructors rather than permanently employed instructors. Information may be in the form of a list. Candidates will include assessments of possible advantages and disadvantages which may be assessed with some success. The assessment in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include a detailed assessment of the advantages and disadvantages. Candidate effectively assesses the advantages and disadvantages. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> - Self employed have freedom to work when and when they choose - Can be employed short term – so avoiding seasonal issues - Do not have to organise payment of taxes etc – their responsibilities - May be competition for workers - May lack commitment to the organisation - They are responsible for their own personal development - May lack updated training <p>Self employed – flexible, pay their own tax, useful when busy, easy to lay off when not needed, lack motivation, may not understand company procedures</p> <p>Permanently employed – motivated, understand company procedures, have to pay them more, pay their tax, sick pay</p>	

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Exemplar response:</p> <p>Level 1 If an employer provides and controls work, supplies equipment and pays tax and national insurance the worker is an employee. If the worker makes a decision about working conditions, pay their own national insurance and tax contribution, the worker could be said to be self employed. Using self employed staff, remove some administration burdens for the organisation, however they may struggle to get the staff when they need them as they may have other work commitments, or may be available for one season and then not the next – removing consistency for the organisation.</p> <p>Level 2 Using self employed staff, removes some administration burdens as worker makes a decision about working conditions, pay their own national insurance and tax contribution, the worker could be said to be self employed for the organisation, which may save the organisation money. However, they may struggle to get the staff when they need them as they may have other work commitments, which would reduce the flexibility the organisation have, making them less able to meet the needs of their customers. The benefits for Out and About using self employed staff rather than employed staff is that they are saving costs on employing staff full time, particularly important in an industry where the additional administration tasks such as taxation and national insurance, money that could be invested elsewhere to make the organisation better. The use of these workers gives Out and About flexibility, and also allows employees flexibility to work around their lives. However, they may feel they do not belong to the organisation, and have less commitment, reflected in the service they offer, so in the long run Out and About may suffer.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>2 (a)</p> <p>Sam has been at the centre for 10 years and now lacks motivation in his job. Evaluate the use of financial rewards as a means of motivating Sam.</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes how the use of financial rewards could work as a means of motivating Sam. Information may be in the form of a list. Candidates will include evaluation of possible impacts of motivating Sam by this method. The evaluation in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed evaluation of how financial rewards could work as a means of motivating Sam. Candidate effectively evaluates the impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Financial rewards – directly in money Liked to targets – individual or team Could prove costly to the organisation Individual may not be motivated by money</p> <p>Impacts to include:</p> <p>Exemplar response: Level 1 Motivation is what gives an individual an incentive for action, remuneration is using financial rewards as a method to get individuals to do something. More money could be a good way of motivating Sam, the job and industry he is in is low paid, and therefore he may be inclined to put more effort into the job than before. Individuals are not the same, therefore it is unlikely that any two people could have been motivated in the same way, organisation have to look at everyone as individual and ensure what is offered is appropriate to their needs.</p>	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Level 2 Motivation is what gives an individual an incentive for action, remuneration is using financial rewards as a method to get individuals to do something More money could be a good way of motivating Sam, the job and industry he is in is low paid, and therefore he may be inclined to put more effort into the job than before. In this case they need to reflect on the time Sam has spent with the organisation, and the job roles he undertakes. Sam has been with the organisation for a number of years. The industry he is in offers low levels of pay for instructors, alongside the additional benefits of accommodation and food. Due to the low salary made by Sam, remuneration may prove an incentive for Sam, but this may be a short term fix. However, he has actually said that he finds the work boring and monotonous. Additional money will not relieve this boredom, however will cost the business. They may invest additional money and not see an effect return for it. It is likely that they may see a short term improvement in behaviour, however in the longer term, the boredom may reoccur and the money will no longer motivate.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>2 (b)*</p> <p>Assess how Out and About could use non-financial rewards to motivate its staff</p> <p>12 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes how Out and About could use non-financial rewards to motivate its staff. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p>Level 2: [5-8 marks] Candidate describes how Out and About could use non-financial rewards to motivate its staff. Candidates will show an understanding of the question and include explanations related to a number of key ways with valid conclusions made with some success. The drawing of valid conclusions in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary. Candidate has a limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p>Level 3: [9-12 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of a number of key ways. Candidate effectively draws valid conclusions about how Out and About could use non-financial rewards to motivate its staff. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant are</p>	<p>This is the question assessing QWC</p> <p>Level 1: List – maximum 2 marks. 2 identifications plus one description – 2, 3 or 4 marks. 3 identifications and unsupported judgement – 4 marks.</p> <p>Level 2: No list – must be at least ‘describe’. Description only – 5 marks. Explanation/analysis – 6 or 7 marks. Evaluative comment (because.... means that....) –8 marks.</p> <p>Level 3: Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks. An evaluation/judgement without overall conclusion/prioritisation – 11 or 12 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>well structured in a way that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Management style • Job enlargement • Job rotation • Job enrichment • Team work • Multi-skilling • Quality circles • Empowerment • Goal setting • Management by objectives • Appropriate perks • Staff training and development <p>Exemplar response</p> <p>Motivation is what makes individuals do things (1). Non-financial rewards are things that make people work harder – job enlargement, job rotation, job enrichment and empowerment (1).</p> <p>Level 1</p> <p>Motivation is what gives an individual an incentive for action. Individuals are not the same, therefore it is unlikely that any two people could have been motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually. Sam needs to feel that what he is doing is worthwhile. Out and About could look at a number of ways to motivate him. Money is always the motivator people look at; however in this case it is likely that Sam may be better motivated with Job enlargement – more tasks – less boredom.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Level 2 Motivation is what gives an individual an incentive for action. Individuals are not the same, therefore it is unlikely that any two people could have been motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually. As Sam has been with the organisation for a number of years, it is unlikely that money would be a motivator. Job enlargement would be good as it ensures that he does more things, and reduces his boredom – which he says is his main problem with the job. The downside maybe that he then may become more bored with lots of elements of the job rather than just one.</p> <p>Level 3 Motivation is what gives an individual an incentive for action. Individuals are not the same, therefore it is unlikely that any two people could have been motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually As Sam has been with the organisation for a number of years, it is unlikely that money would be a motivator, if he was he may have moved onto an alternative employer for more money. Having worked their several years, boredom is the big problem. Suitable methods of motivation to help motivate Sam could be job enlargement, allowing him to do more tasks, rather than specialising in one area, this may reduce the overall boredom factor with him. This combined with Job enrichment, where as enlargement takes on extra jobs at the same level enrichment, would allow Sam to move vertically taking on more responsibilities, this may provide the challenge Sam needs. He would be encouraged to develop unused skills, this would be beneficial to Out and About as he may then be able to take on other tasks or help other staff. Sam may feel more valued as he is able to make more decisions. This may also benefit Out and About as Simon may have more time to work on other tasks if Sam takes on some of his workload. However, they must consider if Sam would take on these extra tasks without additional pay – as this may be de-motivational for him and cause further problems for Out and About.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3 (a)</p> <p>Discuss the likely impact on a business such as Out and About of a key member of staff taking maternity leave.</p> <p>8 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the likely impact on a business such as Out and About of a key member of staff taking maternity leave. Information may be in the form of a list of impacts. Candidates will include discussions of possible impacts which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the likely impact on a business such as Out and About of a key member of staff taking maternity leave. Candidate effectively discusses the impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Impacts to include: Cost of Recruitment Cost of Training Unskilled staff – impacting on service Lack of staff available May have to pay them maternity pay Keep their job open Pay someone to do the job in their absence May lose an experienced and knowledgeable member of staff in the long term</p>	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Exemplar response</p> <p>Level 1 Maternity leave means leave that that a pregnant employee takes for the birth of her child, or to enable her to be the child's primary caregiver. The housekeeper as an employee, you have the statutory right to a minimum amount of maternity leave and pay if she were self employed then her rights are restricted. Due to the location of the centre the effect of the housekeeper on the business could be substantial. The centre is located in a rural area, with small villages providing the main household staff. The effect would be a limited pool of staff to draw on which may mean costs and time incurred in training and up skilling staff.</p> <p>Level 2 Maternity leave means leave that that a pregnant employee takes for the birth of her child, or to enable her to be the child's primary caregiver. The effects of the housekeeper taking leave, are that a member of staff internally may have to take on the extra responsibility, this would mean additional training before they can do that effectively. The downside of this is that should the housekeeper return after maternity leave, the other individual may find it difficult to relinquish their new found responsibilities, and conflict may arise in the organisation. Should an individual take on new responsibilities – it would leave a gap further down the staffing order – again causing a knock on to other staff filling positions; however they may not be able to fill the vacancies due to a lack of qualified or experienced staff available locally. The centre is located in a rural area, with small villages providing the main household staff. The effect would be a limited pool of staff to draw on which may mean costs and time incurred in training and up skilling staff. It could be seen as having a negative impact on Out and About due to the lack of staff available in the location. This means if there is someone available they may need training and the quality of service may go down.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3(b)</p> <p>Evaluate the advantages and disadvantages to Out and About of only advertising internally for maternity cover.</p> <p>10 marks Levels</p>	<p>Levels of response marking.</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes advantages and disadvantages to Out and About of only advertising internally for maternity cover. Information may be in the form of a list of advantages and disadvantages. There is little or no attempt to evaluate. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>Level 2: [4-6 marks] Candidate discuss a number of advantages and disadvantages. Candidates will show an understanding of the question and include an evaluation of the advantages and disadvantages. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed evaluation of the advantages and disadvantages identified. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content:</p> <p>Internal Advertising Done within the organisation Limited Audience Cheap to do Can be done quickly Internal candidates known – so less risk External candidates would offer more choice</p>	<p>Level 1: List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Exemplar response:</p> <p>Level 1 Internal advertising is when adverts are only made available to employees who are already working for the organisation. Internal advertising could be done in the staffroom, newsletter or through word of mouth. Internal adverts would be cheaper and due to the location of Out and About they may not be able to recruit from further afield. As the position is only for a maternity cover it may be more difficult to recruit externally, so internal adverts may be better.</p> <p>Level 2 Internal advertising is when adverts are only made available to employees who are already working for the organisation. Internal advertising is cheaper than external advertising; however present employees may not have the skills required for the job. By advertising internally, it will provide a range of progression opportunities for staff, however there may be stagnation in ideas and approaches. Due to the location of the centre, they may not be able to recruit people from further afield so internal advertising would be more suitable, than wasting money on advertising externally and getting limited or no response.</p> <p>Level 3 Internal advertising is when adverts are only made available to employees who are already working for the organisation Internal advertising is cheaper than external advertising with Out and About being a small business they may have a limited budget so this could be appropriate. Internal advertising means as the individual already works for the employer it will remove the need for induction training – this will ensure productivity in the organisation stays high, and saves on time and costs of training, however they may also be limited in skills and in the long run cost more as training may be necessary to get to the necessary skills standard. The organisation Out and About will also be aware of the individuals skills and qualifications and short comings so they are employing a know quantity – where as an external candidate is unknown and may be seen as a gamble, but may also bring more skills. Another downside of recruiting internally is that another position maybe made, producing a knock on effect to the business – meaning ongoing recruitment and training and again causing the same issues. As the position is only for a maternity cover it may be more difficult to recruit externally. Due to the location, lack of available staff and being only maternity cover internal adverts and recruitment may be better for an organisation such as Out and About.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3 (c)</p> <p>Discuss how a person specification and job description could be used to aid a recruitment and selection process.</p> <p>10 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes how a person specification and job description could be used to aid a recruitment and selection process. Information may be in the form of a list of ways. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>Level 2: [4-6 marks] Candidate discuss a number of ways a person specification and job description could be used to aid the recruitment and selection process. Candidates will show an understanding of the question and include explanations of possible ways a person specification and job description could be used to aid the recruitment and selection process. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation about how having a person specification and job description could aid a recruitment and selection process. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Person Specification Qualifications Personal Skills and Qualities Experience</p>	<p>Level 1: List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Job Description Nature of the post Reporting Structure Responsibilities Location Salary</p> <p>Exemplar response:</p> <p>Level 1 A job description outlines what the job entails such as the nature of the post, reporting Structure, responsibilities and the job location and the person specification outlines the Qualifications, personal skills, qualities and experience the person needs to be able to carry out the duties of that job. These can be used to match the person to the job, looking at what they can offer in qualifications and skills etc and whether these match what the organisation want.</p> <p>Level 2 A job description outlines what the job entails such as the nature of the post, reporting Structure, responsibilities and the job location and the person specification outlines the Qualifications, personal skills, qualities and experience the person needs to be able to carry out the duties of that job. A job description and the person specification can be used by the employer and the applicant. The applicant can use the job description as can the employer as it helps to clarify what is expected from employees, and helping to ensure that only suitable people apply for the position.</p> <p>Level 3 A job description outlines what the job entails such as the nature of the post, reporting Structure, responsibilities and the job location and the person specification outlines the Qualifications, personal skills, qualities and experience the person needs to be able to carry out the duties of that job. The documents provide a clear description of what the companies looking for and therefore reduces the number of unsuitable applicants, which saves Out and About time and money in the recruitment process, reducing the number of people they may have to interview. Person specifications, alongside the job description they can</p>	

Question No.	Content/Exemplar Response	Additional Guidance
	<p>be used as assessment tools to match up the skills and qualifications against each applicant they allow the company to shortlist candidates and rank the criteria by which candidates can be judged and used in the decision making process ensuring the most suitable candidate is appointed. The use of job descriptions and person specifications also aid recruitment as it should ensure that the people applying for the job are people who have the reviewed what is needed for the job and therefore do not apply if they do not have sufficient skills or experience. However on the downside, people are able to write an application that ticks the boxes on the description, even if they are unsuitable for the position – this could lead to wasted time and money in the recruitment process.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>3 (d)</p> <p>Evaluate the likely impact the Working Time Directive has on a leisure organisation such as Out and About</p> <p>8 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes some impacts the Working Time Directive has on a leisure organisation such as Out and About. Information may be in the form of a list of impacts. Candidates will include explanations of possible impacts which may be evaluated with some success. The evaluation in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of impacts. Candidate effectively evaluates impacts of the Working Time Directive. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: The Working Time Regulations set:</p> <ul style="list-style-type: none"> • A limit on average weekly working time to 48 hours (though individuals can choose to work longer) • A limit on night workers' average normal daily working time to 8 hours • A requirement to offer health assessments to night workers • Minimum daily and weekly rest periods • Rest breaks at work • Paid annual leave <p>Exemplar response :</p> <p>The Working Time Regulations limit weekly working time to 48 hours, they place a limit on night workers' average normal daily working time to 8 hours. There are minimum daily and weekly rest periods, rest breaks at work and paid annual leave</p>	<p>Level 1: [1-4 marks] List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p>Level 2: [5-8 marks] Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks.</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Out and About will have to employ more staff to ensure that their staff are not working too many hours, both during the day and the evening. They will also have to ensure that they have enough different types of staff to cover shifts, breaks and holidays</p> <p>Out and About will have to employ a variety of seasonal, part-time and self-employed staff to ensure that no-one is working too many hours, unless they choose to, and that there are enough breaks and holidays for staff. Failure to follow the Working Time Directive could result in Out and About being taken to court over breaches, or an increase in accidents due to tired staff. Out and About may lose business due to the resulting poor publicity.</p> <p>Level 1 The Working time directive places a limit on average weekly working time to 48 hours – upper limit although individuals can choose to work longer. This means that organisation such as Out and About may have to employ more staff to ensure all the working hours are covered, but without breaking this regulation or they could have legal action taken against them. To get more people means recruiting more staff, which could cost in both time and money. They will also have to ensure that they have enough different types of staff to cover shifts, breaks and holidays</p> <p>Level 2 The Working time directive places a limit on average weekly working time to 48 hours – upper limit although individuals can choose to work longer. This means that organisation such as Out and About may have to employ more staff to ensure all the working hours and break periods are covered. This would cost the organisation time and money – initially through recruitment of additional staff, but also through training as the additional staff may need to be trained in order to do the job. Using a number of staff also means that quality may be variable as consistency is generally easier to maintain with a smaller team. As an outdoor activity centre they need to ensure the staff have sufficient hours to cover the session times as changes of staff could affect the health and safety of the activity – a prime concern in this industry. The working time directive should mean that the staff are happier and have a more scheduled week of work, however it may prove costly to the organisation.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>4(a)</p> <p>Identify four aspects that might be included in an induction programme for household staff at Out and About.</p> <p>4 marks [4*1]</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of four identifications.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Health and safety induction [1] needed to ensure a safe workplace • Organisation induction [1]. So the overall aims of the organisations are met [1], and they know where they fit in [1] • Job induction [1]. So individuals understand their job [1], lines of responsibility etc [1] • Personnel induction done in the first few hours after arrival [1] so they know where key areas are – toilets, canteen etc [1], to make people feel settled [1] • Training [1] 	
<p>4 (b)</p> <p>Explain what is meant by the term 'on the job training'</p> <p>2 marks [2*1]</p>	<p>Points marking</p> <p>Award up to two marks for definition</p> <p>On the job training takes place in the normal place of work [1] and the trainer is employed by the same organisation [1]</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>4 (c)</p> <p>Assess the likely consequences to a leisure organisation such as Out and About of poor staff training and development.</p> <p>10 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes the likely consequence to a leisure organisation such as Out and About of poor staff training and development. Information may be in the form of a list of consequences. There is little or no attempt to assess. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>Level 2: [4-6 marks] Candidate discuss a number of likely consequences. Candidates will show an understanding of the question and include an assessment of likely consequences. The assessment in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of likely consequences. Candidate effectively assesses the likely consequences. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Indicative content: Impact of staff training</p> <p>Exemplar responses: Level 1 Training and development is the process by which an individual acquires skills and knowledge, in order to help themselves as well as achieving the organisations objectives. Training could help to improve employees performance and make the business more competitive, however poor staff training would mean money been spent incorrectly on inappropriate course that</p>	<p>Level 1: List – maximum 2 marks Two identifications plus one description – 3 marks Two identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>did not meet the aims of the organisation. A lack of training would make staff feel unappreciated.</p> <p>Level 2 Training and development allow staff to become more skilled to allow them to stay up to date with developments. Training could help to improve employees performance and make the business more competitive, however poor staff training would mean money been spent incorrectly on inappropriate course that did not meet the aims of the organisation. A lack of training would make staff feel unappreciated. It is vital in Out and About that they have training as staff are required to have formal qualifications to be allowed to operate as an outdoor centre, the failure to provide adequate training would end in a failure to meet national regulations and could result in an accident, because of this poor publicity could follow which could close the centre.</p> <p>Level 3 Training could help to improve employees performance and make the business more competitive, however poor staff training could do the opposite. The training and development process improves motivation as staff feel valued, however the lack of an organised training programme that meets the needs of the organisation and individuals will make staff feel unappreciated. Staff may go elsewhere to organisations who provide opportunities to them. Good Training could help to improve and employees performance and make the business more competitive, however poor training would use up valuable resources that could be used elsewhere. In failing to do ongoing training Out and About will gain a reputation and fail in attracting and retaining high quality staff. This costs the organisation in terms of recruitment, selection and training of new staff and may also result in a dip in terms of quality of service offered to the customer. It is vital in Out and About that they have specialist staff who are qualified AND have formal qualifications to be allowed to operate as an outdoor centre, the failure to provide adequate training would end in a failure to meet national regulations and could result in an accident, because of this poor publicity could follow which could close the centre. Poor training can have a detrimental effect on any organisation, there will be a lack of quality in service, staff may not be able to complete the job effectively and efficiently or even cause accidents. In the long run the lack of good quality training may result in the closure of the facility.</p>	

Question No.	Content/Exemplar Response	Additional Guidance
<p>4 (d)</p> <p>Identify two benefits to a leisure organisation such as Out and About of adopting the Investors in People quality award as a system for staff development and training.</p> <p>2 marks [2*1]</p>	<p>Points marking</p> <p>Award one mark for each identification up to a maximum of two identifications</p> <p>Indicative content:</p> <p>Benefits include:</p> <ul style="list-style-type: none"> • Improved productivity and profitability [1] • Skilled and motivated people work harder and better improving productivity [1] • Customer satisfaction [1] • IIP is central to staff becoming customer focused, enabling organisations to meet customers' needs [1] • Improved motivation [1] • Motivation is improved through employees greater involvement, this leads to higher morale [1] • Reduced wastes and costs [1] • Skilled and motivated people examine their work to contribute to reducing waste [1] • Competitive advantage through improved performance [1]. IIP helps organisations develop a competitive edge [1] • Public recognition [1] • IIP status brings recognition for real achievements measured against a rigorous national standard [1] 	

Question No.	Content/Exemplar Response	Additional Guidance
<p>5(a)</p> <p>Identify two other external issues which could influence human resource planning in a leisure organisation such as Out and About</p> <p>2 marks [2*1]</p>	<p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p>Indicative content: External issues include:</p> <ul style="list-style-type: none"> • Employment trends [1] • Shortages and surpluses of skills [1] • Competition for job seekers [1] • Market demand [1] • Location issues in terms of catchment areas [1] • Seasonality [1] • Legislation [1] 	
<p>5 (b)</p> <p>Discuss how the economy might affect human resource planning at Out and About</p> <p>10 marks Levels</p>	<p>Levels of response marking</p> <p>0 marks No response or no response worthy of credit.</p> <p>Level 1: [1-3 marks] Candidate identifies/describes how the economy might affect human resource planning at Out and About. Information may be in the form of a list of effects. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>Level 2: [4-6 marks] Candidate discuss a number of effects. Candidates will show an understanding of the question and include explanations of possible effects. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>	<p>Level 1: List – maximum 2 marks Two identifications plus one description – 3 marks Two identifications and unsupported judgement – 3 marks</p> <p>Level 2: No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the effects. Candidate effectively discusses the effects. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Exemplar response:</p> <p>Level 1 Human resource planning is a way of assisting the best deployment of human resources and can help organisations to plan for their needs in the future. Human resource planning allows them to take into account issues such as the economic climate, skills shortage, location issues and consumer trends in order to:</p> <ul style="list-style-type: none"> • Assess future recruitment needs • Anticipate and possibly avoid redundancies • Formulate training programmes • Develop a promotion and career development policy including succession planning • Keep staff costs to a minimum to be competitive <p>Level 2 Human resource planning is a way of assisting the best deployment of human resources and can help organisations to plan for their needs in the future. Human resource planning allows them to take into account issues such as the economic climate, skills shortage, location issues and consumer trends in order to</p> <ul style="list-style-type: none"> • Assess future recruitment needs • Anticipate and possibly avoid redundancies • Formulate training programmes • Develop a promotion and career development policy including succession planning • Keep staff costs to a minimum to be competitive 	<p>Level 3: Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

Question No.	Content/Exemplar Response	Additional Guidance
	<p>The economy if strong may result in high employment levels in the region, due to this Out and About may have to show an increase in remuneration packages to attract people to come to work at Out and About. Extra remuneration may also be true because of its location. Falling and rising interest rates will have an effect on costs therefore it might impact on finance available for labour cost and training. The changes in interest rates may also affect the amount of disposable income available to customers – as these rise disposable income is reduced and luxuries such as visits to facilities such as Out and About may be reduced resulting in the need for less staff.</p> <p>Level 3 Human resource planning is a way of assisting the best deployment of human resources and can help organisations to plan for their needs in the future. Human resource planning allows them to take into account issues such as the economic climate, skills shortage, location issues and consumer trends in order to</p> <ul style="list-style-type: none"> • Assess future recruitment needs • Anticipate and possibly avoid redundancies • Formulate training programmes • Develop a promotion and career development policy including succession planning • Keep staff costs to a minimum to be competitive <p>Uncertainty in the economy might lead to a more flexible workforce being employed, changing the methods of employment used at Out and About, allowing them to increase and decrease the number of staff to match in with demand for the services Out and About offer. This may affect the finances of the organisation, with training and wages costing more – meaning costs may have to be cut or prices increased – which in turn may affect customer numbers. As customer numbers rise and fall, the number of staff rise and fall. With the economy in a weak position people may decide that a visit to Out and About would be a luxury and therefore may chose not to do it, the impact of this is less staff are needed to provide services and so would need to be reduced. Due to changes in the economy staff may choose to work elsewhere so they might need to improve their remuneration packages to attract staff to Out and About. This</p>	

Question No.	Content/Exemplar Response	Additional Guidance
	<p>may lead to the centre having to reconsider the packages offered to staff in relation to accommodation and wages. The location also means that staff have limited experience and this may mean that they will have to look at training for staff, in particular household staff, this may effect the finances of the organisation, with training and wages costing more – meaning costs may have to be cut or prices increased – which in turn may effect customer numbers.</p>	

Grade Thresholds

Advanced GCE Applied Leisure Studies (H128/H528)
January 2010 Examination Series

Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G180	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G181	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G183	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G185	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G182	Raw	100	77	67	57	47	38	0
	UMS	100	80	70	60	50	40	0
G184	Raw	100	78	69	60	52	44	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.
Advanced Subsidiary GCE (H128):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced GCE (H528):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H128):

A	B	C	D	E	U
0	0	16.13%	41.94%	87.10%	100%
There were 38 candidates aggregating this series.					

Advanced GCE (H528):

A	B	C	D	E	U
0	100%	100%	100%	100%	100%
There were 2 candidates aggregating this series.					

For a description of how UMS marks are calculated see:

<http://www.ocr.org.uk/learners/ums/index.html>

Statistics are correct at the time of publication.

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