



## **General Certificate of Education**

# **Leisure Studies**

## **8641/8643/8646/8649**

**LS09          Working in the People Business**

# **Mark Scheme**

*2007 examination - January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## General Guidance for Assistant Examiners of AS and A Level Leisure Studies

### Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

### Levels Marking – General Criteria

The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

#### Level 1 Basic:

- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

#### Level 2 Clear:

- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

#### Level 3 Detailed:

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

**NB:** A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

### Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'NAQ' – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet. Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner. There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

### General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
1(a)(i)	<p><b>Point mark</b> for 3 different qualities brought to the job, not learned skills or knowledge.</p> <ul style="list-style-type: none"> <li>• get on well with people (1)</li> <li>• bright, positive, cheerful (1)</li> <li>• able to work as part of a team – teamwork skills (1)</li> <li>• can work unsupervised/reliable – organisational skills (1).</li> </ul> <p>Any 3 of these points, or similar, relevant to <b>all</b> at a leisure centre.</p>	<b>3</b>	<b>AO1</b>
1(a)(ii)	<p><b>Point mark</b> for <u>outlining</u> different qualities:</p> <ul style="list-style-type: none"> <li>• versatile – will be capable in areas like finance, personnel, legal aspects (1)</li> <li>• planner – forward-looking, has vision and ideas, innovative, creative (1)</li> <li>• Decision maker – decisive, self confident, fair, not a worrier (1)</li> <li>• Problem solver – imaginative, sense of fair play (1)</li> <li>• Organiser – able to delegate (1). “Organisational skills” and “teamwork skills” need to be enhanced for a manager for the mark.</li> </ul> <p>Any 3 of these or similar correct managerial traits. Fewer points with development can gain further mark but at least <b>two</b> qualities required.</p>	<b>3</b>	<b>AO2</b>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
1(b)	<p><b>Point mark</b> Answers include:</p> <p>Allow <b>1</b> for <b>doing the job well</b> (as employee should do!) e.g. <i>do all you are asked willingly</i></p> <p>Allow <b>1</b> for <b>earning a reputation</b> e.g. <i>show capable of more, show you deserve advancement, flexible</i></p> <p>Allow <b>1</b> for <b>doing extra</b> e.g. <i>asking to shadow jobs at higher level, volunteering, spending extra time with customers</i></p> <p>Allow <b>1</b> for <b>self-improvement</b> e.g. <i>gain new skills, training, courses, examples of qualifications</i></p> <p>Allow <b>1</b> for <b>taking action</b> e.g. <i>asking the manager for advice, applying for vacancies, finding out</i></p> <p>Other possibilities = <i>taking an interest in leisure industry news, prepared to move to other leisure centres, prepared to follow different pathways where opportunities lie</i></p> <p>Any four points from these or any other reasonable point. Fewer points with development can earn a further mark.</p>	4	A03



Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>2</b></p>	<p>Possible answer:</p> <p>The <b>qualifications</b> of an entertainer at a holiday centre may not need to include English and Maths but they might indicate a literate and numerate person. The organisation might require GCSE's in Drama, Music, Leisure &amp; Tourism; or National Diploma in child-related studies; or NVQ, e.g. in Customer Service.</p> <p>Age qualification (18) to serve in bars.</p> <p>Readiness to join in is shown by membership/ achievements in Duke of Edinburgh, Queens Guide, CCF, etc.</p> <p>Must have fitness, health, and suitable appearance.</p> <p>Police checks as working with children. An Equity Card is probably necessary for many such jobs.</p> <p>Communication <b>skills</b> – Can deal with groups especially children; audible, interesting speaker.</p> <p>Basic stage craft is needed.</p> <p>Must be able to sing, play an instrument, dance, sense of rhythm, can tell a joke, do impersonations, magic tricks.</p> <p><b>Previous Experience</b> - Acting in shows, drama productions at school. Outgoing personality who joins in e.g. helps with sports teams or outings, school society, performing at school assemblies.</p> <p>Work experience or volunteer at a primary school, playgroup or museum as an interpreter.</p>		<p><b>AO1</b></p> <p><b>AO3</b></p>



Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
2	<p><b>Level 1</b> Basic, vague or general description of "skills, experience and qualifications" (e.g. <i>team skills / know how to do the job</i>). Inadmissible skills, experience and qualifications or personal qualities. Simple reasons why skills, experience and qualifications needed (e.g. <i>because there would be safety problems if you didn't know</i>)</p> <p><b>Level 2</b> Clear on skills, experience and qualifications needed (e.g. <i>skills of dealing with complaints, how to save someone</i>) Clear reasons why skills, experience and qualifications needed for the job (e.g. <i>to be able to stand in for the manager</i>)</p> <p><b>Level 3</b> Detailed specific coverage of skills, experience and qualifications (e.g. <i>rostering / an NVQ level 3 in...</i>) Good reasons why skills, experience and qualifications needed. Answer relates to substance of an actual leisure job.</p>	<p>1-3</p> <p>4-7</p> <p>8-10</p>	

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
3	<p>Possible answer:</p> <p><b>Strengths</b> of performance-related pay:</p> <ul style="list-style-type: none"> <li>• the employee works harder to reach target</li> <li>• the organisation recognises and rewards good performance because when targets are met, it triggers payment</li> <li>• targets can be negotiated because employee is set targets at an appraisal/performance management meeting</li> <li>• exact relationship made between work and reward.</li> </ul> <p>The <b>arguments against</b> performance-related pay:</p> <ul style="list-style-type: none"> <li>• does not motivate – employees are more motivated by sense of achievement, recognition, personal development, challenge and interest than money.</li> <li>• there will be an initial improvement, then less and less that can be done to improve work</li> <li>• difficult to implement and manage. Objectives at work change too quickly to measure performance</li> <li>• even if pay varies with performance, the variability is too small to have an effect</li> <li>• employees disgruntled if they feel that they made effort or deserved it but don't get it</li> <li>• inappropriate where quality of personal service is important</li> <li>• individuals cannot control all that happens at work – performance may depend on the system.</li> </ul>		

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>3</b></p>	<p><b>Level 1</b> List unlikely to reach L2. Basic statements. Only one or two basic arguments made for and/or against PRP, amounting to <i>"Employees work harder to earn money but it can cost the organisation a lot in payments"</i></p> <p><b>Level 2</b> Clear, if partial exploration of strengths and weaknesses, weighing them up. More arguments considering how PRP can help, or not.</p> <p><b>Level 3</b> More detailed points and varied range of arguments on both sides. Sophistication of arguments e.g. <i>hard to measure, e.g. money does not motivate some people etc</i> Quantifies significance in motivating e.g. <i>a major disadvantage is...</i> May come to a conclusion.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-12</b></p>	<p><b>AO2</b></p> <p><b>AO4</b></p>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>4(a)</b></p>	<p>One mark for each reasonable place or one additional mark for some development.</p> <p>Such as:   Local press               In-house notice board               Trade magazine, eg. Leisure Opportunities               Specific, correct websites.</p>	<p><b>2</b></p>	<p><b>A02</b></p>
<p><b>4(b)</b></p>	<p>Answers referring <b>only</b> to design, font, layout will be restricted to Level 1.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Design – all comments on font, colour, attractiveness will be worth no more than other individual reasons.</li> <li>• Instant recognition of company and familiarity adds appeal for the applicant</li> <li>• Outline of organisation if it is not well-known – necessary so candidate knows what is their business</li> <li>• Job title – essential to know if the candidate wants job and can do it. Job description and duties same</li> <li>• Location of job – candidate needs to know if he can get to work</li> <li>• Pay – must know whether it is sufficient money/benefits to apply for</li> <li>• Closing date – so applicant does not miss the deadline for applications</li> <li>• Contact details / how to apply – otherwise candidate cannot send off CV</li> <li>• Equal opportunities statement – to encourage people in all sectors of society to apply. Ethical, and the organisation will not miss good candidates</li> <li>• Worth the cost if seen by wide range of people so suitable applicants e.g. local or right background see it</li> </ul>		<p><b>A01</b></p> <p><b>A02</b></p> <p><b>A04</b></p>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>4(b)</b></p>	<p><b>Level 1</b>                      Limited. Discusses few valid reasons why advertisement or its positioning is effective. Simple statement of reasons, does not develop/explain them e.g. <i>"clearly laid out"</i>, <i>"there is no logo on it"</i></p> <p><b>Level 2</b>                      More reasons why the advertisement (or its positioning) should get good candidates to apply for the job. Clear links between reasons and the advert being effective. To reach the top of the level, organises discussion on effectiveness well.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p>	
<p><b>4(c)</b></p>	<p><b>Point mark</b></p> <p><b>Answers include:</b></p> <ul style="list-style-type: none"> <li>• enclose a monitoring form (1) with the application form</li> <li>• ask about applicant including their race, gender, age, disability, etc (1) and where they saw the advert require candidates to fill it in and send in (1).</li> </ul>	<p><b>2</b></p>	<p><b>AO3</b></p>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>5(a)</b></p>	<p><b>Point mark</b></p> <p>Answers include:</p> <ul style="list-style-type: none"> <li>• application form</li> <li>• letter of application</li> </ul> <p>Accept testimonials, psychometric tests and references, tailored personal statement.</p> <p>Do not allow answers that require them to meet or ask the candidate, or photograph.</p>	<p><b>2</b></p>	<p><b>AO1</b></p>
<p><b>5(b)</b></p>	<p>Possible answer:</p> <p><b>Disadvantages:</b>            Organisation may not select the best candidate because candidate may be too nervous to do himself justice, may be ill or interviewed at end of a long day. Candidate may not be a good speaker though would be good at the job which does not require interview skills. Time-consuming and costly. First impressions may not show candidate in a good light.</p> <p><b>Advantages:</b>            The interview is in candidate’s own hands – candidates can answer the questions with their own good points, etc. Can set relative scenarios to discuss.</p> <p><b>Level 1</b>            Understanding of what an interview is and that its purpose is for the organisation to find the best candidate. May state a very basic advantage or a disadvantage or unpleasant things for the candidate or the candidate not doing himself justice.</p> <p><b>Level 2</b>            Balance of several, valid advantage(s) and disadvantage(s) given. Related to whether the interview identifies the best candidate.</p> <p><b>Level 3</b>            Detail and insightful points. Explains the advantages and disadvantages for both panel and candidate and evaluates whether interviewing is a successful method. At top end may come to a conclusion.</p>	<p><b>1-3</b></p> <p><b>4-7</b></p> <p><b>8-10</b></p>	<p><b>AO3</b></p> <p><b>AO4</b></p>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>6(a)</b></p>	<p><b>Point mark 1</b> for each example other than security staff:</p> <ul style="list-style-type: none"> <li>• Ticket sales cashiers</li> <li>• Turnstile operators /gate stewards</li> <li>• Programme sellers</li> <li>• Traffic managing staff</li> <li>• Safety stewards</li> <li>• Litter pickers / cleaning up afterwards</li> <li>• Bar staff</li> <li>• Catering staff</li> <li>• Hospitality/hosting staff, etc.</li> </ul>	<p><b>2</b></p>	<p><b>AO1</b></p>
<p><b>6(b)</b></p>	<p>Possible answer:</p> <p>Advantages to a worker of registering with agency:</p> <p>Database of current vacancies in UK or abroad will contain a range of vacancies, covering seasonal, part-time, long or short-term temporary work and permanent jobs within the leisure industry. May also include voluntary and work experience placements. Individual attention helps them quickly find the work that suits their requirements. Regular communication keeps the candidate informed of new opportunities. The agency may also offer CV guidance; coaching in interview techniques; arrange ICT and skills training; and provide references.</p> <p><b>Level 1</b> States briefly what the recruitment agency can do. Goes on to describe what the agency does for the <i>possible</i> advantage of the worker.</p> <p><b>Level 2</b> Explains how what the agency does is a <i>genuine</i> advantage. Gives a range of advantages.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>	<p><b>AO1</b></p> <p><b>AO4</b></p>

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
<p><b>6(c)(i)</b></p>	<p>Answers include:</p> <p>Saves costs – only employees are paid and not the agency. They can be trained in advance so that, when required, no time is wasted in training. The occasional workers are familiar with the Hotel concerned and know exactly where to go, what to do. They are already familiar with the supervisors and fellow workers. They work together enough times for advantages of teamwork to begin. The Hotel has sifted out any unsuitable worker – which is not so with who the agency might send them. Lower employment on-costs. No redundancy costs. Employees local so can get to work easily. They will work well to ensure they are employed again. Flexible - extra staff available at short notice.</p> <p><b>Level 1</b> Some relevant advantages but fails to explain. List Debatable advantages: <i>good for hotel image, more motivated as not bored, the hotel will save money</i> Superficial understanding of the concept of occasional staff.</p> <p><b>Level 2</b> Explains good understanding of the main benefits e.g. <i>staff know how to get on with the job straight away and a team spirit building up.</i></p>	<p><b>1-3</b></p> <p><b>4-6</b></p>	<p><b>AO3</b></p> <p><b>AO4</b></p>
<p><b>6(c)(ii)</b></p>	<p><b>Point mark</b></p> <ul style="list-style-type: none"> <li>• <i>You must wear it</i> : the correct uniform properly at all times while on duty (1)</li> <li>• <i>Condition</i> : Clean, pressed, ironed (1)</li> <li>• <i>No Extras</i> : Hair tied back, Jewellery, Beards, Tattoos, no trainers (1)</li> <li>• <i>Name badge</i> (1)</li> <li>• <i>Return uniform</i> in good condition (1)</li> <li>• <i>Health and safety if working with food or hazards</i> Protective footwear, blue gloves, hat (1)</li> </ul> <p>Or similar points.</p> <p>Fewer points with development can gain a further mark.</p>	<p><b>4</b></p>	<p><b>AO2</b></p>



Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
7	<p>Possible answer:</p> <p>The grievance procedure should include:            Immediate supervisor <i>'his own manager'</i>            Presents the case <i>letter or meeting</i>            Management checks facts <i>e.g. records of shifts</i>            Explains decision <i>i.e. inform the employee of solution</i>            Escalation concept <i>if unresolved, refer to next level in hierarchy</i>            Fairness <i>e.g. other staff not disadvantaged</i>  <i>appeals procedure, union help</i>  <i>refer to the agreed contract</i></p> <p><b>How the grievance should be investigated:</b>            First try to resolve informally with immediate supervisor but then refer up the hierarchy. Employee presents case, preferably in writing. Facts checked and other factors established. Consider company policy, legislation, records of previous shift rotas. Convene a grievance interview. Take notes, withdraw from meeting to consider the points made. Manager's job is to explain the reason for the decision and placate; or to come up with a solution. If satisfactory conclusion, write to the employee confirming decision. If no satisfaction reached, then goes to the next level in the hierarchy.</p>		

Question	Expected Response	Mark Allocation	Assessment Evidence Criteria
7	<p><b>Best conclusion:</b> Both the employee and the employer should be happy if a new shift rota allocation system is created so that the problem will not recur, so long as not then creating a new problem with the other staff.</p> <p><b>To be fair the answer should include:</b> Employee has a right for grievances to be heard and, if justified, remedied. Timescale must be reasonable and any delays explained. Management must be honest, fair, and accept that complaint can be fair. Must deal with the employee on the same basis as all other employees. Appeal procedure exists.</p> <p><b>Level 1</b> Limited description of a procedure with important omissions / some wrong ideas. Fairness may be referred to in a basic way.</p> <p><b>Level 2</b> Clear description of a procedure with some significant omissions. Clear idea of fairness.</p> <p><b>Level 3</b> Detailed description of a procedure with explanation and few omissions. Detailed idea of fairness.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p> <p><b>9-12</b></p>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO4</b></p>

**Assessment Grid**

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a) (i)	3			
1(a) (ii)		3		
1(b)			4	
1(c)		4		
2	4		6	
3		4		8
4(a)		2		
4(b)	2	2		4
4(c)			2	
5(a)	2			
5(b)			8	2
6(a)	2			
6(b)	2			4
6(c)(i)			3	3
6(c)(ii)		4		
7	4	2		6

**Weightings of Assessment Objectives**

<b>AO1</b>	19
<b>AO2</b>	21
<b>AO3</b>	23
<b>AO4</b>	27
<b>Total</b>	<b>80</b>