



**General Certificate of Education (A-level) Applied
June 2011**

Leisure Studies

LS09

**(Specification
8641/8643/8646/8647/8649)**

Unit 9: Working in the People Business

Mark Scheme

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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Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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 Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>Point mark</p> <p>1 mark per reason given. IGNORE reasons for not using the internet or national newspaper.</p> <p><i>Possible answers</i> Cost-effective. Cheap to advertise. Local paper often delivered free to every household. Because local people are likely to see it and they are the people within travel to work area. No point getting people far away interested. Also serves as a promotional opportunity in local area to visit the attraction.</p>	3	AO2 AO3
1(b)	<p>Point mark</p> <p>1 mark per point made up to 4 or +1 for development/examples/illustration. Must be leisure industry focus.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • Able to develop work skills on a range of tasks • Gain experience • Shows willingness to contribute to community • Would meet contacts in the world of employment • Gain confidence before applying for new employment • Unemployed and looking for some work experience • Avoids a gap on a CV • Provides a reference • Confirms decision to work in the leisure industry 	4	AO1 AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p>Levels mark</p> <p>Level 1 – Basic Limited list of benefits/drawbacks or covers only one benefit / drawback. May refer to the benefits for the volunteer rather than the organisation. Lacks explanation.</p> <p>Level 2 – Clear Explains from the point of view of the company. Includes clear explanation of key points (<i>such as how dedicated and versatile they can be, but you might get some volunteers who are a nuisance</i>).</p> <p><i>Possible answer</i> Volunteers are unpaid so can spend the savings elsewhere. Volunteers are often retired and have lifetime of experience to offer. Technical and inter-personal skills could make them highly valued members of staff. The vast majority of volunteers are very dedicated to the organisation they serve. Well-motivated: they enjoy themselves and gain satisfaction, so work well.</p> <p>Give up their own free time so can be rota'd only when available. Few, if any, sanctions can be applied if functions are not carried out as operational managers would like, e.g. no discipline if late for work. Cannot depend on them: Volunteers 'might not turn up' or 'could walk out at any time', without giving notice. Must be persuaded rather than instructed. Managers must recognise problems and negotiate skillfully in order to retain volunteers. May have to be paid travel and subsistence expenses. The museum may have to work hard finding the 175 they need. Must make volunteers feel wanted and that they have an important role to play; yet volunteers' needs are subservient to those of customers.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO4</p>
	Total for question 1	15	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Point mark</p> <p><i>Possible answer</i> The rate at which staff leave an organisation (1) and need replacing (1).</p>	2	AO1
2(b)	<p>Levels mark</p> <p>Level 1 – Basic General answer on importance of <i>staff turnover</i> not having characteristics of the leisure industry in mind. Limited range of problems it can cause for employer; may focus on point of view of the employee.</p> <p>Level 2 – Clear Good range of problems all from the point of view of the leisure organisation (inconvenience, costs, not having trained staff etc). Understands factors that create high turnover in leisure. Link to requiring more time and work for managers and an inability to offer good customer service.</p> <p><i>Possible answer</i> Staff change jobs frequently in leisure. Turnover can be high in leisure because of promotional opportunities, shifts, pay rates and unsocial hours. Could be an indicator of staff satisfaction with pay and conditions. Staff can move jobs easily as there is a choice of places to work. Organisations then need to retain staff. Once trained, they help give customer satisfaction, and develop teams which are disrupted when they leave. Organisations do not want to waste resources they have invested in staff induction and training, recruitment, admin.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2 AO3
	Total for question 2	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Point mark</p> <p>To save paying wages unnecessarily (1). Why a shop or retail staff would be employed part-time <i>e.g. to cover the peak times during the week, like weekends (1).</i> Why a shop or retail staff would be employed temporarily i.e. until a contract comes to an end, <i>e.g. seasonal or school holidays (1).</i></p>	3	AO1 AO3
3(b)	<p>Levels mark</p> <p>Level 1 – Basic Basic advantages listed. Limited explanation of how they help the organisation.</p> <p>Level 2 – Clear Range of benefits with clear and valid explanation of the advantages to the organisation.</p> <p><i>Possible answer</i></p> <ol style="list-style-type: none"> Defines relationships between different members of staff : <ul style="list-style-type: none"> Lines of accountability and responsibility - the 'chain of command' shows each individual should be responsible to only <i>one</i> superior. Channels of communication - the shorter the line of communication, the better the flow of information. Extent of authority and control shown - the 'span' of control is the number of people and areas that can be supervised. Advantages of keeping it small. Staff working on the same area of work e.g. trading are grouped together and their work is planned as one. This avoids duplication and confusion. Makes work manageable by clarifying job roles and it encourages individuals to specialise. The hierarchy can still be flexible, changing in response to circumstances, e.g. as the organisation expands, introducing new appointments to the structure. Team leaders can develop skills and qualities in their team members so that they may achieve their full potential. 	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO3
Total for question 3		11	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Levels mark</p> <p>Level 1 – Basic Limited content. Little knowledge demonstrated about equal opps legislation or recruitment. Refers to few valid means by which equal opps legislation could be applied. Simple statement of ways - e.g. <i>you must not discriminate</i>. Does not develop/explain them.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p>Level 2 – Clear More ways in which the legislation supports job applicants. One aspect of the procedure well-linked. Some structure in writing. Clear links between legislation as a means of supporting.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p>Level 3 – Detailed Detail of how the equal opps legislation could support, e.g. <i>what can be done to support ethnic minorities or disability</i>. Related to a variety of legislation. Well-organised discussion. Covers at least two aspects from recruitment selection, application forms, interviews.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> <p><i>Possible answer</i> <i>Race Relations Act 1976</i> makes discrimination on the basis of race, colour, ethnic origin, nationality and origins unlawful. <i>Sex Discrimination Act 1975</i> makes discrimination on the grounds of sex, marriage and gender reassignment unlawful. <i>Disability Discrimination Act 1995</i> makes it unlawful to discriminate against people with disabilities. <i>The Employment Equality (Age) Regulations 2006</i> makes it unlawful to discriminate against people on the grounds of age. <i>Equal Pay Act 1970</i> (or <i>Equal Pay Regulations 1983</i>) states</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO1 AO2 AO4</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

	<p>that a woman should be paid the same as a man when she is doing the same work.</p> <p>Allow - <i>Rehabilitation of Offenders Act 1974</i> enables some criminal convictions to become 'spent' after a length of time from the date of the conviction.</p> <p>In advertising - ensure that the advert reaches all types of people. Advertise widely / encourage applications from all sectors of society / application forms in ethnic minority languages / provide braille or large print or audio job details / shortlisting is done by looking through the application forms - there must be no stereotyping or assumption about people's potential to do the job on grounds of age, sex, race, disability etc.</p> <p>When interviewing, disabled people who need assistance must be provided it and this must not count against them.</p> <p>Must provide equal opportunity to all, and appoint on merit as in person specification rather than gender/race, etc.</p>		
4(b)	<p>Levels mark</p> <p>Level 1 – Basic Lists some consequences without making any assessment. May be vague, unrealistic or partial e.g. references to <i>being sued</i> may be prominent. Higher in the level, a fuller understanding of a range of specific consequences.</p> <p>Level 2 – Clear Makes an assessment e.g. that those discriminated against often do not follow up or that organisations today are much less likely to discriminate. Gives an idea of HOW important the consequences would be</p> <p><i>Possible answers</i> Ethically wrong / Demotivating for staff / Inconvenience of a legal case - inefficient use of resources / may have to pay compensation / Reputation - negative publicity / Recruitment procedures need to be amended / Advice from EHRC.</p>	<p>1 – 4</p> <p>5 – 6</p>	<p>AO2 AO4</p>
4(c)	<p>Point mark</p> <p>1 mark for each point about the regulations up to 4. Exact numbers are not expected.</p> <p><i>Possible answer</i> Individuals can volunteer to opt in to work longer or out again. Maximum working requirement is 48 hours per week. Working time is averaged over 17 weeks. Rest periods must be 11 hours consecutively in each 24 hour day, and 24 hours in each 7 days, averaged over two weeks. Breaks must be provided. Young people may not work at night.</p>	4	AO1
	Total for question 4	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Levels mark If not a leisure job, max Level 1.</p> <p>Level 1 – Basic Describes the general application of qualifications, experience and skills to work. Could be any job.</p> <p>Level 2 – Clear Shows knowledge of the duties of the job and relates to the Q,S,E needed. Shows specific knowledge – e.g. experience doing what, where and why?</p> <p>Level 3 – Detailed Skills doing specific tasks rather than general skills like organisational/communication. Relates QSE logically to the duties of the job.</p> <p><i>Possible answer</i> The cinema projectionist should have technical skills so that s/he can maintain equipment and operate it competently, and needs experience at assisting in different cinemas so s/he knows how to respond as problems and situations arise.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	AO3
	Total for question 5	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Levels mark</p> <p>Level 1 – Basic General points about bonus or about advantages of motivation (or disadvantages) or how bonus targets work not justified by the characteristics of the job chosen.</p> <p>Level 2 – Clear Shows why a bonus scheme would be appropriate [or not] linking to the characteristics of the job chosen.</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> - A cash payment that employee can spend as s/he wishes - On top of basic salary as a result of good performance - Enables organisation to set targets - Clear relationship between performance and reward - Helps recruit and retain staff. <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> - Management time spent measuring and recording, or spent deciding how much bonus, when and why - Difficult to measure in a service industry - in leisure can probably only be measured through customer satisfaction - With bonus, employee pay is closer to Manager's - Lack of teamwork - Get taxed on bonus. 	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3 AO4</p>
6(b)	<p>Levels mark</p> <p>Level 1 – Basic Simplistic. Gives examples of staff use of facilities but without showing why they are appropriate beyond motivation.</p> <p>Level 2 – Clear Makes a decision based on argument whether it is in the organisation's interests and justifies it by showing that advantages exceed disadvantages (or vice versa) from the organisation's point of view.</p> <p><i>Possible answer</i> There may be a real benefit to the employee so it motivates staff to join and remain with the organisation. There is often no cost to the leisure organisation (e.g. use of leisure facilities like pool or gym when not required) or only a small cost (eg family members admitted half price, discounted use of catering facilities, discount on purchases from the shop) but it can be expensive if things go wrong and lead to claims. It can also set the mood that facilities are for free use. This may lead to e-mailing, looking up on the internet, personal phone calls in work time etc which distracts from work and costs the firm money.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3 AO4</p>
	Total for question 6	12	

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	Point mark <i>Possible answer</i> The amount of time off or on holiday during a year you are entitled to (1) with pay (1), or as in the contract (1).	2	AO1
7(b)	Point mark 1 mark for idea of obligation to fulfil hours. 1 mark for idea of flexibility as to when. <i>Possible answer</i> Over a set period time different hours can be worked (1) when the employee wishes, within reason (1). Allow they can choose when to start and finish work. There is a core time when they must attend during peak hours. NOT that staff must be flexible to meet employer's needs.	2	AO1

7(c)	<p>Levels mark</p> <p>If candidate answers both, take marks only on the first.</p> <p>Level 1 – Basic Limited list of difficulties of managing the scheme chosen, or covers only one drawback. May refer to the difficulties for the employee rather than the organisation. Lacks explanation. Lacks understanding of flexible hours or annual leave.</p> <p>Level 2 – Clear Clear explanation from the point of view of the company. Range of difficulties for the organisation's managers, including the detrimental effect of not offering the best possible service. Some attempt at evaluation.</p> <p>Level 3 – Detailed As well as achieving level 2, candidate evaluates how significant particular difficulties are.</p> <p><i>Possible answer</i></p> <p>EITHER <u>Flexible hours</u>: Can be difficult to monitor - organisation may not be aware when staff are working, scheme is open to misuse unless well-controlled. Can affect the quality of service given to customers. May be difficult to get suitable staff scheduled at the right times. Difficult for all staff to attend meetings. Open to misuse. Working Time Regulations to be considered.</p> <p>OR <u>Annual leave</u>: It increases the salary bill. Staff cannot all be off work at same time. Needs a lot of organising. Nature of leisure means not practical to take leave at ideal holiday time. Staff may be dissatisfied with ruling. Lack of cover when staff take holidays. May not be able to offer some parts of the service or quality of service will fall. Some areas may not have appropriately trained staff. Annual leave must be taken within the financial year so often there is a lot left to be taken at the year end.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO3 AO4</p>
	Total marks for question 7	14	