



**General Certificate of Education (A-level) Applied  
January 2012**

**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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are considered and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

#### **Copyright**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **General Guidance for Assistant Examiners of A2 Level Leisure Studies**

### **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
<b>1(a)</b>	<p><b>Point mark</b></p> <p>Options include: To work less To job share To work term time only To do some of her work from home etc.</p> <p><b>1 mark per point that outlines a type of flexible work.</b></p> <p><i>Typical answers</i> She can start work early or end late (1) in order to suit her out-of-work commitments(1) so long as she works the core hours(1).</p>	<b>2</b>	<b>AO1</b>
<b>1(b)</b>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> List, limited understanding of reasons.</p> <p><b>Level 2 – Clear</b> Clear explanation and good understanding of why the organisation's business would suffer.</p> <p><i>Typical answers</i> Any reasonable business grounds for refusing it:</p> <p>Burden of additional costs</p> <ul style="list-style-type: none"> <li>• Detrimental effect on ability to meet customer demand</li> <li>• Inability to reorganise work among existing staff</li> <li>• Inability to recruit additional staff</li> <li>• Detrimental impact on quality/performance</li> <li>• Insufficiency of work during the periods the employee proposes to work</li> <li>• Planned structural changes etc.</li> </ul>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<b>AO2 AO4</b>

<b>1(c)</b>	<p><b>Point mark</b></p> <p><b>1</b> mark per valid point about how maternity leave affects the organisation, up to <b>4</b> or <b>+1</b> for development.</p> <p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>• She can take time off for ante-natal appointments before leaving</li> <li>• She can take up to a year off, and is entitled to her old job for 26 weeks and after that to a job of equal status</li> <li>• She remains employed and retains her rights such as pay rises</li> <li>• The organisation will need to recruit someone else to do her work. The replacement will be a temporary post and may lack her skills</li> <li>• Whoever replaces her is not necessarily entitled to flexible work etc</li> <li>• Organisation and temporary recruit cannot be sure just how long the maternity leave will last.</li> </ul>	<b>4</b>	<b>AO1 AO2</b>
	<b>Total for question 1</b>	<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes circumstances where the type of employment may be used and states only that it will be helpful. Limited understanding of the 3 types.</p> <p><b>Level 2 – Clear</b> Good examples of circumstances where each type may be used. Explains from the point of view of the organisation why at least two types of employment are helpful. Fair understanding.</p> <p><b>Level 3 – Detailed</b> Includes all three types of employment with a suitable example of where it would be useful and assesses how useful. Good level of understanding.</p> <p><i>Typical answer</i> Self-employed people have a particular skill or experience and offer themselves for work - which may reduce recruitment/training costs. They have a temporary contract to provide a service. There are no employment costs such as sick pay, national insurance. Can be used for short-term, intermittent or occasional work, sessions, one-off jobs, when a particular skill is needed or in a hurry.</p> <p>Volunteers are unpaid so keeps costs down. Can be used when technical and mechanical skills are needed because volunteers who are often retired have lifetime of experience in that skill. Well-motivated: they can usually be trusted to work well. Can be used for casual work, where paying an employee to provide a service cannot be justified.</p> <p>Agency keeps a list of staff so should be available immediately. The agency does all the work of recruiting, including vetting. The agency provides ready-trained staff e.g. with an Events industry NVQ. The agency deals with hours of work, rates of pay, rotas etc. Where the organisation wishes to contract out all the recruitment problems of getting large numbers of staff for a short time.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO2 AO3 AO4</p>
<b>Total for question 2</b>		<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p><b>Point mark for showing the difference. Two definitions are acceptable.</b></p> <p>Temporary = hired for a limited time period/on a fixed term contract. (1) Part time = working fewer than the total hours of work in a day or week i.e. working for only some of the week. (1)</p>	2	AO1
3(b)	<p><b>Point mark</b></p> <p>1 mark per valid advantage for the employer of getting an application form rather than a CV, up to 4 or +1 for development.</p> <ul style="list-style-type: none"> <li>• Application form determines the information that candidates must give - can't leave out things - in the order that you want it.</li> <li>• Application form has a declaration which must be signed etc.</li> </ul> <p><b>Note:</b> implications of advantages by writing about CVs can be rewarded, but a comparison is not required.</p>	4	AO1 AO4
3(c)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Basic descriptions at low level. Limited explanation of how the documents are used.</p> <p><b>Level 2 – Clear</b> Understanding of the purpose of both documents for the employer, as well as knowing what each document should contain.</p> <p><i>Typical answer</i> Job Description gives the job title; main duties and responsibilities of the job; who the post-holder is responsible to, and for whom the post-holder is responsible. Drawing it up helps the employer clarify the job to be done for advertising purposes and it is used in appraisal to measure employee's performance.</p> <p>Person spec describes that the ideal candidate needs knowledge, skills and attributes that are either essential or desirable to perform the job. These are the only criteria against which applicants should be assessed at the short listing and interview stage.</p>	<p>1 – 4</p> <p>5 – 6</p>	AO1 AO4
<b>Total for question 3</b>		<b>12</b>	

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

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>4(a)</b>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes qualifications and/or experience, with little mention of specifics. General answer. Limited reasons.</p> <p><b>Level 2 – Clear</b> Explains the qualifications and experience needed clearly. Starts linking them to requirements of job.</p> <p><b>Level 3 – Detailed</b> Describes <i>specific</i> qualifications and experience in detail and shows clearly why such qualifications, experience are needed to get tasks done in the job.</p> <p><i>Typical answer</i> The cinema projectionist should have qualifications in 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 etc.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 10</b></p>	<p><b>AO2</b> <b>AO3</b></p>
<b>4(b)</b>	<p><b>Point mark</b></p> <p><b>1 mark</b> for sufficient appropriate jobs (i.e. for different leisure jobs, not repeats or vague "senior management").</p> <p><b>1 mark</b> for appropriate positioning on levels.</p> <p><b>1 mark</b> for each job having only one superior.</p> <p><b>1 mark</b> for realistic families / teams.</p>	<b>4</b>	<b>AO3</b>
<b>Total for question 4</b>		<b>14</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes how job adverts can be found on the internet. Little explanation of advantages. More obvious advantages.</p> <p><b>Level 2 – Clear</b> Discusses relevant and realistic aspects of advertising job vacancies online. Discussion explores how beneficial online advertising can be, perhaps raising some disadvantages.</p> <p><i>Typical answer</i> Advantages Can provide an enormous amount of information about applying for the job and link to information about the company etc. Speed of finding out about the job. Can set alerts when a job comes up. Pages can be constantly updated. Application forms can be instantly obtained by downloading, and then sending it in. Always available to look up jobs any time. Specialist websites to reach the right people.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO3 AO4</p>
5(b)	<p><b>Point mark</b></p> <p><b>1 mark</b> per benefit for a young person of taking part in a training programme; or +1 for development/further description. Disregard benefits for the employer.</p> <p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>• Earns a salary.</li> <li>• Has support at the start of career.</li> <li>• Not required to take on any real responsibility while developing work skills.</li> <li>• On the job, so will develop skills.</li> <li>• Experience while training to put on to CV.</li> <li>• Has the services of a mentor to discuss problems with.</li> <li>• May have the chance to study for a professional qualification, funded by the organisation.</li> <li>• Will be rotated around different departments in the organisation to provide experience of different functions.</li> <li>• On the job training so is able to contribute work at the same time as learning.</li> <li>• May lead to a job in that organisation.</li> </ul>	4	<p>AO2 AO4</p>

<p><b>5(c)</b></p>	<p><b>Levels mark</b> Why the leisure organisation should issue new staff with a contract of employment.</p> <p><b>Level 1 – Basic</b> List of what the contract contains. Limited to the contract making everything clear so there are no disputes.</p> <p><b>Level 2 – Clear</b> Explains how contract is agreement of what the employer's and employee's obligations and entitlement are, and procedures to be followed.</p> <p><i>Typical answer</i> At L2. The employee's hours are specified within the employment contract; however the employee also agrees to work additional hours if the employer reasonably requests it. Start Date clarifies that employment with a previous employer does not count towards the various rights that are gained by employees after one and two years of service, i.e. employee knows he starts again from zero with the new employer. Candidate may use Hours of Work, uniform, nature of job, sickness, holiday etc as a way of illustrating need for a contract.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b></p>
	<p><b>Total for question 5</b></p>	<p><b>18</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p><b>Point mark</b></p> <p>Up to <b>2 marks</b> for each relevant difficulty outlined in managing performance-related pay.</p> <p><i>Typical answer</i>            Difficult to measure performance and match to an amount of pay.            Performance is also affected by other employees' efforts, and other outside factors.            Management time spent measuring, or spent administering scheme.            Difficult to fix how much bonus, when and why.            Difficult to measure good service.</p>	2 + 2	AO2 AO4
6(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b>            Explains in terms of evaluating performance alone and links weakly to how it will motivate. Describes appraisal system and merely asserts that it will motivate.</p> <p><b>Level 2 – Clear</b>            Convincing on how different parts of appraisal can motivate.            Higher up the level, considers a sizeable part of the whole appraisal process from self-evaluation to going on training, including career development. Appraisal in the context of the organisation.</p> <p><i>Typical answer</i>            Looking over work record gives opportunity to praise.            Review of skills and how they could develop.            Use of job description: reminds employee of what supposed to be doing in job; and how this is developing.            Relates employee to goals of the organisation;            Stimulates ideas for training and career development; followed up by funding available for that training.            Opens possibilities of enhanced roles within the company. Sets targets. Matches any targets to the job role; Full discussion with supervisor allows employee to say what enjoys at work.            Held annually so every year employee thinks about what doing and reminded of what should or could be doing.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO3 AO4
<b>Total for question 6</b>		<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes preparations and interview procedure.</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><b>Level 2 – Clear</b> Some strategies which will help identify the best candidate - standard questions, equal treatment, ensuring impartiality, not relying on first impressions, use of the person specification etc. Either several mentioned or some detail.</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><b>Level 3 – Detailed</b> Describes the interview sequence in detail solely from organisation's point of view. Strong answer on how strategies to identify the best candidate like points scoring against the person spec achieve this.</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 at level 1</i> Decide on members of the interviewing panel and give them documentation - CVs, application forms, job description etc / Appoint Chair / Decide the interview format / Divide the areas to be asked about by each interviewer / Note beforehand how well the information in each candidate's application form matches the job description and person specification / Compose questions / Arrange timing of interviews and tours of the organisation / Arrange refreshments / Arrange room furniture / Inform reception to ensure there will be no interruptions / Provide waiting area / Greet candidates /</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO2 AO3 AO4</p>

	<p>Introduce members of panel / say what will happen / Ask relaxing questions - "Where have you come from?" "What was your journey today here like?" / Smile, eye contact, listen very attentively, nod. / Ask questions / Questions from candidate / Explain what happens next when a decision will be made and how they will be informed / Thank for taking trouble to apply / Offer unsuccessful candidates a debriefing.</p> <p><i>At level 2 and 3</i> Discusses sequence but also discusses ... Reasons for standardised questions (same to each candidate) / Reasons for scoring answers / Reasons for asking behavioural - hypothetical - universal questions / Reasons for keeping written record / Some members of panel should have interview training / Reason for confirming the candidate would want post / how questions at end from candidate will reveal homework done, interest in job, whether can see the issues in post / need to avoid stereotyping candidates or preferring candidates like themselves / avoid making decisions before interview takes place / avoid intuitive decisions not based upon objective evidence / always following the person specification / guidance from references after selection.</p>		
	<b>Total for question 7</b>	<b>12</b>	