



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

**Leisure Studies**

**LS09**

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

**Unit 9: Working in the People Business**

***Mark Scheme***

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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' responses: alternative answers not already covered by the mark scheme are discussed 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.

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

### **Quality of Written Communication**

As required by Ofqual, 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	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Identifies general pattern of opening. Describes some staffing difficulties for managers, but limited range or not relevant. (May describe difficulties for employees).</p> <p><b>Level 2 – Clear</b> Good understanding of consequences of pattern of opening. More detail and range of realistic difficulties.</p> <p><b>Level 3 – Detailed</b> Assess the importance/significance of seasonal difficulties on quality of service given.</p> <p><i>Typical answers</i> While <i>weekends</i> and <i>half-terms</i> can be staffed by students, some staff are needed for the <i>whole week</i> through June, July and August - these are seasonal jobs, so it is difficult to recruit or replace with experienced staff in the event of turnover etc. People wanting a seasonal job often don't wish to be tied so may quit job in mid-season. Season may start late or end early due to weather/few visitors so staff not needed/yet have to be paid and occupied. Managers will be occupied in recruiting, training and supervising new staff instead of dealing with customer problems in the Park.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO2 AO3 AO4</p>
	<b>Total for question 1</b>	<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>2(a)</b>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Limited or basic knowledge with some errors, misconceptions and omissions.</p> <p><b>Level 2 – Clear</b> Clear and correct knowledge of the requirements of SDA, age discrimination, DDA. Some discussion of the detail of the legislation.</p> <p><i>Typical answer</i> The advert offers support for people in recruitment. Those with vision difficulties are offered other formats for the application form. The advert appears to flaunt the Sex Discrimination Act but the swimming pool can argue the job has a genuine occupational requirement to be female because of decency in the changing rooms. The advert should not ask for a young energetic person as this is discriminatory because older people can also be energetic. The Equal Opportunity statement is not legally required but is regarded as good practice and helps to ensure a wider field of applicants.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO2</b> <b>AO3</b></p>

2(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Basic statements of some advantages or disadvantages. Some omissions or errors.</p> <p><b>Level 2 – Clear</b> Good understanding of significant advantages and disadvantages. Weighing up of the importance of each advantage and disadvantage is expected at the top of the level.</p> <p><i>Advantages</i> Convenience as form includes all the information the employer needs to know - e.g. work experience, contact numbers - where he wants to find it. Saves time as application form concentrates on the areas relevant to the person specification. Applicant cannot avoid areas like convictions, gaps in employment history, failed exams. Standardised format, so it's easier for employers to scan the information and make comparisons between candidates.</p> <p><i>Disadvantages</i> Employer may not perceive candidates in their best light. Employer does not see so much insight into candidate. However, an enclosed letter of application can get round all this, drawing attention to key features. More paperwork and bureaucracy for the employer. Some loss of security for applicant's personal information. Cost of sending out forms, although they could be downloaded from a webpage.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO4
2(c)	<p><b>Point mark</b></p> <p>1 mark per reason, up to 4 or +1 for development.</p> <p><i>Typical answer</i></p> <ul style="list-style-type: none"> <li>• a job that a young person is capable of</li> <li>• gains experience in health and safety or customer service</li> <li>• gains qualifications</li> <li>• job satisfaction from working with a team of young people</li> <li>• flexible hours so can do other activities during daytime e.g. study</li> <li>• gain transferable workplace skills that can be used in other jobs.</li> </ul> <p><i>Allow if expressed clearly</i></p> <ul style="list-style-type: none"> <li>• provide a public service helping swimmers to feel confident and safe and could potentially save lives</li> <li>• discounted or free membership to the leisure facilities.</li> </ul>	4	AO2 AO3

<b>2(d)</b>	<b>Point mark</b>  <b>1</b> mark per relevant step in sequence.  <i>Answers</i> Read application forms and compare with criteria for job or person specification (1), Shortlisting (1). Invite candidates, prepare for and conduct interviews (1). Appoint/employ/offer the position/give contract (1). Check references (1). NOT induction or training.	<b>4</b>	<b>AO1</b>
	<b>Total for question 2</b>	<b>24</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes the technique. Simple example of a strength and a weakness e.g. jealousy/friction, perhaps digress into advantages for the employee.</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> Good understanding of how the method motivates staff. Some balance of strengths and weaknesses, related to the organisation having to operate it and needing value for money results.</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> Well-informed. Relevant strengths and weaknesses. True evaluation expected at the top. Candidate has given evidence on which to base a conclusion.</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>Typical answer</i> e.g. on Financial incentives, discussing Bonus</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• in addition to basic pay, employees may be paid a one-off lump sum bonus. Bonus is an acknowledgement of hard work or good effort and performance, so gives the employee a reason to work harder</li> <li>• bonus depends upon meeting a target or certain amount of sales achieved, so can set the employee a target, relates to objectives of organisation</li> <li>• bonus is paid at one time e.g. after Christmas, or at the end of a season, or at the end of a particular project or event or campaign, so company can make</li> </ul>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO3 AO4</p>

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

	<p>certain how much can be afforded</p> <ul style="list-style-type: none"> <li>• bonus is a sum of money, can do what you like with it</li> <li>• or an organisation can pay the bonus in the form of company shares so employee can share in profit. No immediate cost to organisation.</li> </ul> <p><b>Disadvantages with bonus</b></p> <ul style="list-style-type: none"> <li>• money does not motivate. Interest and enjoyment in the job make people work harder</li> <li>• difficult to measure performance and match to an amount of bonus</li> <li>• performance is also affected by other employees' efforts, and other outside factors, etc.</li> <li>• management time spent measuring, or spent fixing how much bonus, when and why</li> <li>• difficult to measure good service</li> <li>• with bonus, employee pay is closer to Manager's</li> <li>• lack of teamwork</li> <li>• get taxed on bonus.</li> </ul>		
<b>3(b)</b>	<p><b>Levels Mark</b></p> <p><b>Level 1 – Basic</b> General reasons for motivating staff.</p> <p><b>Level 2 – Clear</b> Reasons related to working in the leisure industry.</p> <p><i>Typical answer</i></p> <ol style="list-style-type: none"> <li>1. Many leisure employees are unskilled, low-paid and working unsocial hours.</li> <li>2. The high level of contact with customers means they cannot be under direct supervision and control.</li> <li>3. Customer service is a key part of the job in leisure so the employee must help customers to enjoy themselves, etc.</li> </ol>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b></p>
	<b>Total for question 3</b>	<b>18</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>4</b>	<p><b>Point mark</b></p> <p>1 mark per valid point about the Working Time Regulations (+1 for development).</p> <p>Average weekly working time must be no greater than 48 hours, averaged over 17 weeks. Employers must keep records.</p> <p>Individuals can volunteer to opt out and opt back in again.</p> <p>Night work (10 pm - 6 am) should not exceed 8 hours in each 24-hour day, averaged over 17 weeks, but not averaged if special hazards or physical strain involved.</p> <p>Rest periods must be 11 consecutive hours in each 24-hour day, and 24 hours in each 7 day period, averaged over 2 weeks. For young workers 12 hours. If working six hours a day, entitled to a 20-minutes rest (30 minutes for young workers).</p> <p><i>It is not necessary to get all the numbers correct.</i></p>	<b>4</b>	<b>AO1</b>
<b>Total for question 4</b>		<b>4</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<b>5</b>	<p>If not a personal quality or not a leisure job, max 2 marks.</p> <p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Limited analysis of the personal quality - merely states that the quality is important.</p> <p><b>Level 2 – Clear</b> Clear analysis of how important the quality is in the chosen job and justification made.</p> <p>Allow communication skills, organisational skills. Allow a broad quality, as in the example below, but not an acquired skill.</p> <p><i>Typical answer</i> The hostess would need to be an outgoing lively personality with plenty to say and a ready smile. This is important because etc... As a lifeguard this is also a valuable attribute because it builds an instant relationship with customers who are then more likely to be cooperative.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<b>AO3 AO4</b>
<b>Total for question 5</b>		<b>6</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p><b>Point mark</b></p> <p>1 mark for choosing a suitable work situation - do not reward for vague answers like 'unfairness'.</p> <p>e.g. bullying, sexual harassment, health and safety, unreasonable workload, discrimination, denying fair opportunity.</p> <p>1 mark for a relevant point showing why it would lead to grievance. Look for reasons why it would be justifiable to begin the procedure.</p> <p>1 mark for taking it up with supervisor.</p>	3	AO2
6(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Limited coverage and understanding of consequences. May include indirect or unlikely or unclear consequences.</p> <p><b>Level 2 – Clear</b> Sufficient coverage of consequences - financial, legal and reputation - well explained and thorough.</p> <p><i>Typical answer</i></p> <ul style="list-style-type: none"> <li>• employer may have broken Employment Protection legislation if employee was not fully notified of grievance procedure in contract</li> <li>• time and resources wasted in dealing with it inefficiently</li> <li>• loss of staff - the extra costs of staff turnover</li> <li>• wider disputes - unrest reaches attention of newspapers and poor publicity follows</li> <li>• claims for constructive dismissal - i.e. the employee has a legal right to resign owing to improper behaviour by the employer and still claim payment for wrongful dismissal.</li> </ul>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO4
<b>Total for question 6</b>		<b>9</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria										
7(a)	<p><b>Point mark</b></p> <ul style="list-style-type: none"><li>• one mark for job title (alternatively, allow one mark for location and duration if the candidate omits job title)</li><li>• one mark for duties</li><li>• one mark for who the post holder is responsible to and responsible for.</li></ul>	3	AO1										
7(b)	<table><tr><th>One example</th><th>How identified?</th></tr><tr><td>A personal quality ..... physical fitness to carry out lifting (1)</td><td>Medical certificate from doctor (1)</td></tr><tr><td>A skill ..... Use of computer (1)</td><td>CLAIT / Test on interview day(1)</td></tr><tr><td>Previous experience .. ..... at least six months working in (1)</td><td>Reference from previous employer (1)</td></tr><tr><td>A qualification ... GCSE in Leisure and Tourism (1)</td><td>GCSE certificate (1)</td></tr></table> <p>Sufficient detail is required in the outline of examples. Previous experience must not be in the chosen job. No marks awarded for essential or desirable.</p>	One example	How identified?	A personal quality ..... physical fitness to carry out lifting (1)	Medical certificate from doctor (1)	A skill ..... Use of computer (1)	CLAIT / Test on interview day(1)	Previous experience .. ..... at least six months working in (1)	Reference from previous employer (1)	A qualification ... GCSE in Leisure and Tourism (1)	GCSE certificate (1)	8	AO3
One example	How identified?												
A personal quality ..... physical fitness to carry out lifting (1)	Medical certificate from doctor (1)												
A skill ..... Use of computer (1)	CLAIT / Test on interview day(1)												
Previous experience .. ..... at least six months working in (1)	Reference from previous employer (1)												
A qualification ... GCSE in Leisure and Tourism (1)	GCSE certificate (1)												
	<b>Total for question 7</b>	<b>11</b>											

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Basic statement of being your own boss and making own decisions. Some advantages and disadvantages. Some omissions or errors.</p> <p><b>Level 2 – Clear</b> Good understanding of significant advantages and disadvantages. Weighing up the importance of each advantage and disadvantage is expected at the top of the level.</p> <p><i>Typical answer</i> Working advantages, (stimulation of being your own boss, decide the strategy yourself, choose own work colleagues, available to work at different events). Financial advantages, (keep all money earned, rewarded for harder or better work, control your costs, offset expenses against tax). You might get rich by setting up your own business, etc.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2 AO4</p>
	<b>Total for question 8</b>	<b>8</b>	