



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS09 Working in the People Business

Mark Scheme

2008 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 Answers	Mark Allocation	Assessment Evidence Criteria
1	<p>Discuss factors taken into account when drawing up staffing rota</p> <p>Level One Side points or insignificant points made - maybe only one significant point. List without structure or elaboration.</p> <p>Level Two More factors: significant points even if may be a list without elaboration. Some understanding of the needs of the organisation. Some discussion.</p> <p>Level Three Important factors that should have precedence meeting the organisation's needs, rather than employee's needs. Makes a detailed discussion in a well-organised answer.</p> <p><i>Possible factors:</i></p> <p><i>To meet the organisation's needs</i></p> <ul style="list-style-type: none"> • Need to cover with sufficient staffing level • Reliability: rota the right people e.g. an experienced staff member on each shift • Cope with demand at busy times • Any targets that must be met • Contracted weekly working hours for each member of staff • Can overtime be allocated? <p><i>To meet the employee's needs</i></p> <ul style="list-style-type: none"> • European legislation - The Working Time Regulations • Frequency of weekends off <ul style="list-style-type: none"> number of rest days following nights number of consecutive rest days (e.g. no single rest days) maximum number of consecutive nights • "Social" requirements - for example, those relating to: frequency of weekends off or travelling home late • Holiday entitlements • Requests for leave on public holidays. • Absence such as sickness or compassionate leave • Fair allocation of unsocial hours • Vary the area in which working. 	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Evaluate strengths and weaknesses of internet in recruitment</p> <p>Level One Strengths or weaknesses given are less realistic or important. No evaluation. Errors e.g. may think that internet replaces interview.</p> <p>Level Two Some relevant and realistic strengths and weaknesses. Attempt at evaluation. Credit any conclusions.</p> <p>Level Three Explains well a broader range of relevant advantages for the job applicant and organisation. Also includes disadvantages - how the internet creates difficulties or is inferior to alternative media. Weighs up the pros and cons: and comes to conclusions about <i>how</i> helpful the internet is. At top of level may evaluate from point of view of both organisation and applicant.</p> <p><i>Possible answer</i> Millions of pages on the internet so will the advert be found? Can find enormous amounts of information about the company, the job, etc Worldwide search for jobs possible but the job is in one place so relevant to few internet users Speed with which applicants can obtain information about job or the organisation. Search engines to focus on the applicant. Pages can be constantly updated - but out-of-date pages are also left online. Candidates enter their job requirements so pages focus on exactly what you're looking for and irrelevant jobs are not shown: but this rules out other possible jobs Links from one page to another increases the breadth of search Page is always available to look for jobs at any time of day, and arrange an alert when a job comes up Application documents can be downloaded instantly, not posted Application can be sent as an e-mail Enables the candidates to demonstrates IT skills</p>	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO3</p> <p>AO4</p>
Total		10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3 (a)	<p>How are references used?</p> <p>Point mark 1 for simple points or +1 if well-developed, up to 4.</p> <p>Acceptable definition of reference (1) Example of referee (1) What reference contains of attributes of candidate (1) Relates to the performance in last job (1) Only one input into the decision (1) Helps in shortlisting or in final decision (1) etc.</p> <p><i>Possible answer</i> References are written recommendations (though a telephone conversation may be used) (1) written by people who have a good knowledge (at least 2 years) of the candidate's work, such as the previous employer or supervisor, or a headteacher or tutor (1) The organisation takes up references for the shortlisted candidates, setting out the key points on which it wants to receive comments which are in the form of a questionnaire (1) The reference informs the prospective employer whether the applicant is honest, reliable, hardworking, adaptable, etc and how they would be well suited to the job (1).</p>	4	AO1
3 (b)	<p>Explain ways to ensure selection of candidates who apply is fair.</p> <p>Level One Limited criteria suggested such as legal requirements only or basic knowledge of procedures e.g. only one point about conducting the interview. Simple explanation of one way it is made fair.</p> <p>Level Two Produces a wider range of criteria which will make the process fair. Includes how candidates all have the same process and adjustment to meet special needs. Makes clear how the requirements for fairness are met.</p> <p><i>Possible answer</i> Actions that cover the requirements for fairness which are built in to the procedure e.g. Requirement: Applicants have adequate time Actions to achieve fairness : notification of closing date; reasonable period before closing date; notice before interview, length of interview lets candidate show what can do</p> <p>Other requirements may include : necessary information providing a job description and person specification, same process for every applicant, impartial, objective methods; special needs provided for; legal obligations met, etc.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
Total		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Describe, with reasons, <i>key</i> steps used in the staff appraisal procedure</p> <p>Level One Only basic overall knowledge of appraisal - significant omissions or misconceptions in the steps procedure. Limited understanding demonstrated of reasons for the steps.</p> <p>Level Two Gives a broadly correct coverage of the procedure but lacks specific knowledge of some steps and may not explain thoroughly. Clear explanation of some steps.</p> <p>Level Three Thorough knowledge of most of the key steps in an appraisal cycle Detailed and convincing explanation of reasons for the steps.</p> <p><i>Possible answer</i> Appraisal meetings held annually with progress reviews conducted mid way through and at end of the appraisal cycle Line Manager issues Employee with appraisal preparation form and sets date for appraisal meeting (mutually convenient time) and agenda Employee completes appraisal preparation form and gives Line Manager copy Both parties have copies of employee's records Appraisal meeting conducted (no interruptions) Appraisal interview enables employee to discuss their current activities and contributions to organisation and discuss their future intentions with someone who is in a position to assist in the achievement of future objectives. Interview should be honest, friendly and constructive. Setting of new objectives / targets Appraisal meeting record is signed and dated by both parties A Senior Manager monitors that objectives agreed in action plan are fair and achievable objectives meet Development Plan. training activities are within budget promotion and pay adjustments are approved Supervisor sets date for progress review against agreed objectives Recommend the appraisal cycle.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>
Total		12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5 (a)	<p>Point mark</p> <p>(i) <i>Chain of command</i> is the vertical line linking supervisors/managers and employees (1) along which communications/orders/instructions/reports/accountability are passed (1). (Note: 1st mark for position 2nd mark for nature of interaction).</p> <p>(ii) <i>Span of control</i> : the number (1) of subordinate staff each manager has reporting directly to them (1) (Note: 1st mark for number 2nd mark for person in control).</p>	<p>2</p> <p>2</p>	<p>AO1</p> <p>AO2</p>
5 (b)	<p>Comment on implications of employing a large number of P/T</p> <p>Point mark 1 for each key point or +1 for development up to 4.</p> <p><i>Possible answer:</i> Easier to recruit Copes with uneven busy times Cost in £ and time of greater number of employees to train/supervise Risk of duplication or not maintaining consistent standards Impossible / difficult getting all staff to attend meetings – etc Higher turnover of staff likely with P/T.</p>	4	<p>AO2</p> <p>AO4</p>
5 (c)	<p>Explain why working in different clubs helped woman make progress</p> <p>Level One Some ideas on how different clubs would help her. Simple explanations. May fit to several reasons</p> <p>Level Two Number of reasons how and why transferring to different clubs helps, especially towards being Manager. Clear explanation.</p> <p><i>Possible answer</i> She moves on when she has learned all about the job in a club; learns different work tasks and acquires skills ; she gains experience of different management styles, customers, situations, so she is ready to manage ; as vacancies occur in different clubs, she progresses up the hierarchy.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2</p> <p>AO3</p>
Total		14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Suggest reasons why applicants must be aged over 18 and are vetted</p> <p>Point mark 1 for a relevant reason given for each item:</p> <p>Against the law for anyone under age of 18 to gamble so he cannot supervise it either (1) OR under 18's cannot work after 10 pm (1) A lot of money involved, so he is checked to screen out dishonest applicants (1).</p>	2	AO2
6 (b)	<p>What are requirements of Working Time Regulations for night workers</p> <p>Point mark 1 for relevant points or +1 if well-developed, up to 4.</p> <p><i>Possible requirements could include</i></p> <ol style="list-style-type: none"> 1. Night work should not exceed 8 hours in each 24 hour day, 2. Night work is 10.00 pm - 6.00 am 3. Like weekly working time, it is averaged over 17 weeks. 4. Night work not averaged if special hazards or physical or mental strain 5. Individuals can volunteer to opt out or opt back in again 6. Employers must keep records of working time 7. Rest periods must be 11 hours consecutively in each 24 hour day and 24 hours in each 7 days, averaged over 2 weeks; breaks must be provided 8. Young people (under 18) may not work at night (may credit from question 6a). 	4	AO1

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (c) (i)	<p>Outline how requirements make job suitable only for some people, i.e. a person specification.</p> <p>Level One List of requirements of chosen job, some not significant. May provide simple explanation of people not meeting requirements.</p> <p>Level Two Outline of relevant strengths/qualities required for the job- what does the person have to be good at? ; e.g. working with others/team. Clear reasoning to show why some people and not everyone meet requirements. If not both, max 4 Irrelevant job e.g. retail limit to level 1 when requirements would be transferable to leisure.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3 AO4</p>
6 (c) (ii)	<p>Explain how some conditions of working in your chosen job are to most employees' liking, but would not appeal to everyone.</p> <p>LevelOne List or simple description of some conditions of working: Makes one simple link to the employee's liking.</p> <p>Level Two Explain's <u>more than one condition</u> of working to the employee Describes sufficiently both those <u>liked</u> and <u>those disliked</u>. If not both, max 4. Irrelevant job e.g. retail limited to L1 where conditions would be transferable to leisure.</p> <p><i>Possible conditions</i> Physical environment - indoor /outdoor lighting, ventilation, temp Space to work in; Facilities for the staff Hours worked weekend and evening work; shift work; early starts and late finishes; length of shift; flexible hours; rotas Required to wear a uniform Pressures of the job: peak periods; big responsibility for the safety and enjoyment of visitors; need to meet targets for the company's profit objectives; flexibility to change according to circumstances not pay.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3 AO4</p>
Total		18	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Outline key requirements for employers of the Sex Discrimination Act</p> <p>Point mark 1 for each key point or +1 if well-developed or illustrated, up to 4.</p> <p><i>Possible answer</i> Unlawful to discriminate against employees, whether full-time or part-time, temporary or permanent, employees or applicants responding to advertisements on grounds of their gender; or working; or promotion.</p> <p><i>Discrimination</i> means less favourable or unfair treatment, and it may be: 1. Direct - e.g. "this post would not be suitable for a woman" or married women with children not given promotion. 2. Indirect - e.g. providing better facilities for men or insisting that people work on a day which is a religious festival or making women wear a uniform which is against their culture. Indirect discrimination includes harassment, jokes, banter or shunning on grounds of gender. 3. Victimisation - being singled out for unfair treatment after exercising your rights.</p> <p>Allow equality of duties.</p>	4	AO1
Total		4	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Explain benefits and drawbacks of using volunteer staff</p> <p>Level One Limited list of benefits /drawbacks, or covers only one benefit or drawback. May refer to the benefits for the volunteer rather than the company. At top of level 1, produces simple comments on nature of some benefits and disbenefits to company. Lacks explanation.</p> <p>Level Two Explains from point of view of Company. Covers range of both benefit and drawbacks to the Company with basic explanation.</p> <p>Level Three Good quality of explanation. May give relevance to operating a complex, technological and hazardous activity. Comprehensive: good range of benefits and drawbacks. May give some idea of the <i>strength</i> of those benefits and drawbacks.</p> <p><i>Possible Benefits and Drawbacks</i> Volunteers are unpaid so keep down costs If replaced with paid ones, then ticket prices would have to increase. Volunteers possess the wide range of skills and experience needed Perform key functions Volunteers are well-motivated - they enjoy themselves and gain satisfaction from their involvement.</p> <p>Give up their own free time to work on the railway 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 Must make volunteers feel that they have an important role in the organisation that they are wanted; yet volunteers' needs have to be subservient to those of customers 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.</p>	<p>1 - 3</p> <p>4 - 7</p> <p>8 - 10</p>	<p>AO2</p> <p>AO4</p>
Total		10	