



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS09 Working in the People Business

Mark Scheme

2009 examination - June 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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Set and published by the Assessment and Qualifications Alliance.

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 recognized
- 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 for sufficient appropriate jobs (ie for different leisure jobs, not repeats or “senior management”).</p> <p>1 for appropriate positioning on levels</p> <p>1 for each job having only one supervisor</p> <p>1 for realistic families/teams</p>	4	AO3
1(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 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. Staff working on the same area of work eg finance 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, eg 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. Gives staff a clear route for career progression. etc 	<p>1 - 3</p> <p>4 - 6</p>	AO1 AO4

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p>Levels mark</p> <p>Level 1 - Basic Describes the general application of qualifications, experience, skills to work.</p> <p>Level 2 - Clear Explains specific qualifications, experience, skills, qualities needed clearly.</p> <p>Level 3 - Detailed Relates the qualifications, experience, skills, qualities needed to carry out the tasks done in the job.</p> <p><i>Possible answer</i> e.g. The cinema projectionist should have technical skills so that he can maintain equipment and operate it competently, and needs experience at assisting in different cinemas so he knows how to respond as problems and situations arise. etc</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO2 AO3</p>
	Total of question 1	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Levels mark</p> <p>Level 1 - Basic Limited explanation of SDA applied to recruiting and exceptions.</p> <p>Level 2 - Clear Clear explanation of SDA. Understands GOQ as it applies to this advertisement for top L2.</p> <p><i>Possible answer</i> Sex Discrimination Act 1986 protects applicants responding to advertisements from discrimination. Discrimination means less favourable or unfair treatment, and it may be:</p> <ol style="list-style-type: none"> 1. Direct - "this post would not be suitable for women" 2. Indirect - stating job requirements that discourage women eg working at a time when they would have difficulty getting public transport home, or making women wear a uniform which is against their culture. Indirect discrimination includes misuse of humour in the advert against one gender. 3. Victimisation - being singled out for unfair treatment after exercising your rights. <p><i>Exceptions</i> : Women may be required on grounds of decency, privacy, to work in a female changing room or as an actress, hostess, or model. Male may be required for strength and stamina or work concerned providing a personal service only for men, or where the job is for a married couple. This is called a "<i>genuine occupational qualification</i>"</p> <p>In this advert the GOQ applies, as women cannot grow white beards, and a false beard is no good as children could be expected to realise if Father Christmas was female.</p> <p>Thursford can advertise for female dancers because men cannot dance female roles, so it is a genuine requirement.</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO1 AO2</p>
	Total of question 2	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Levels mark</p> <p>Level 1 - Basic Describes interview sequence not linked to how it will identify the best Candidate.</p> <p>Level 2 - Clear Describes parts of the interview sequence that will identify the best Candidate.</p> <p>Level 3 - Detailed Strong answer on how it will identify the best candidate.</p> <p><i>Possible answer at Level 1</i> Decide date of interviews / Invite candidates, take up their references, and confirm their attendance / Book suitable rooms/ Decide on members of the interviewing panel and give them documentation - CVs, applic 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 / 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, etc.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p>	<p>AO1 AO2 AO3</p>
	Total of question 3	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Levels mark</p> <p>Level 1 - Basic Simple or limited description of safety essentials.</p> <p>Level 2 - Clear Clear and/or leisure related description of safety essentials.</p> <p><i>Possible answer</i> Outlines areas where safety is important, such as machinery in a gym. Discusses, for instance, fire safety procedures, first aid etc. Employee learns areas where risks are high.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO3</p>
4(b)	<p>Levels mark</p> <p>Level 1 - Basic States what happens in induction. Basic or minor points about the benefits to employee/ employer.</p> <p>Level 2 - Clear Shows significant benefits for the employer. Evaluative.</p> <p><i>Possible answer</i> Makes clear the lines of command and accountability Explains aims of the section you will be joining Explain essential administration procedures Explains importance of safety and customer service Makes aware of workplace rules Induction ensures employee has the information, support and contact points needed to carry out the various functions within the job role. It helps them settle into their new job, and make good working relationships with colleagues quickly. May include drawback of induction training (time, cost, too much at once, etc)</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO4</p>
	Total of question 4	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Levels mark</p> <p>Level 1 - Basic List unlikely to reach L2. Basic statements. Only one or two basic arguments made against PRP, e.g. amounting to “<i>it can cost the organisation a lot in payments.</i>”</p> <p>Level 2 - Clear Clear, if partial exploration of problems and weaknesses, perhaps weighing them up. More sophistication of arguments eg <i>hard to measure</i> eg <i>money does not motivate some people etc</i> Arguments consider how PRP will not affect work done or staff retention much.</p> <p>Level 3 - Detailed More detailed points and varied range of argument. Quantifies significance in motivating eg <i>a major disadvantage is ...</i> Weighs up the likelihood of PRP having an effect, as well as the difficulties of implementing it. May come to a conclusion. May illustrate from leisure industry.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> - The motivational effect is lost as it becomes ever harder to reach new targets - Money does not motivate. Interest and enjoyment of the job make people work harder - The company foregoes the opportunity to spend the payments on something else - Difficult/unrealistic to measure performance in service sector and match to an amount of bonus. - Performance is also affected by other employees' efforts, and other outside factors. - Bonuses not sufficiently high to make a difference. - <i>etc</i> 	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO1 AO4</p>
	Total of question 5	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Point mark 2 x 1 mark for two distinct, realistic parts of the career path towards children's entertainer.</p> <p><i>Possible answer</i></p> <ul style="list-style-type: none"> • Self taught magic tricks and performed for friends • Took music lessons, took part in school plays/concerts • Entered local talent competitions • Worked at Haven holiday centres for 2 summers • Advertised for children's parties in local newspapers. 	2	AO3
6(b)	<p>Points mark per valid dis/advantage</p> <p><i>Possible answer</i></p> <p>Working advantages (Stimulation of being your own boss, decide the strategy yourself, choose own work colleagues, available to work at different events)</p> <p>Financial advantages (Keep all money earned, rewarded for harder or better work, control your costs, offset expenses against tax, etc)</p> <p><i>weighed against</i> the lack of security, time spent seeking work, bearing all overheads eg insurance, no sick or holiday pay, etc</p> <p><i>Conclusion</i> eg there is a lot to be said for job security and regular pay but you might get rich by setting up your own business.</p>	7	AO2 AO4
Total of question 6		9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p>Level 1 - Basic Describes contents of a person specification. Limited understanding of importance.</p> <p>Level 2 - Clear Detailed knowledge of a person spec. Clear understanding of importance linked to different stages of the recruitment process.</p> <p><i>Possible answer</i> Being careful not to discriminate on age, race, sex, disability etc, the Person Specification sets out in the form of 'essential' criteria the minimum attributes required from the post holder; and in the form of 'desirable' criteria, any useful but not essential attributes, which could be acquired later through training. Includes knowledge, abilities, past experiences, qualifications etc. Care must be taken not to define higher qualifications or other attributes than are really necessary.</p> <p>Importance is to give candidates a fair chance, be honest with them, avoid discrimination, judge candidates the same way, get a person who should be good for the job, etc</p> <p>At the following stages of the recruitment and selection process:</p> <ul style="list-style-type: none"> • Job Advertisement – “<i>We are looking for</i>” or “<i>You will be..</i>” is a paraphrase often used to attract suitable candidates’ attention • Details accompanying applic form – Essential criteria allow unqualified candidates to rule themselves out and not waste their time or the organisation’s time. Candidates to tailor their application picking out experiences in previous employment that show how they met essential and desirable attributes. • Shortlisting – Person Spec <u>must</u> be used to assess how well candidates meet the ‘essential’ skills, experience and attributes to enable them to do the job. • At interview – The panel <u>must</u> ensure that questions are relevant to the knowledge, experience, and skills required to do the job <u>or</u> if the interview were not related to the person spec, it would be very difficult to justify selection of an individual afterwards in the event of a complaint or challenge. 	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1 AO2</p>

7(b)(i)	Point mark <i>Possible answers</i> A statement in the job advertisement that applications from under-represented groups are particularly welcome (1) Place the advertisement in minority press (1) Hold events like Open Days in areas where under-represented groups live to give an understanding of the work and a feel for the job.(1)	1	AO1
7 (b)(ii)	Point mark <i>Possible answers</i> Enclose a monitoring form (1) when sending out the application form Ask about the race, gender, ethnic group, disability etc (1) Require candidates to fill it in (1)	2	AO3
	Total of question 7	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Levels mark</p> <p>Level 1 - Basic Covers a procedure at a basic level and may deal with correct key steps in a limited way.</p> <p>Level 2 - Clear Clear and correct answer. Includes key steps, with some reference to fairness, and cost or need to follow a proper procedure.</p> <p>Level 3 - Detailed Provides full detail on key steps and procedures. Omits little. Discusses ideas like fairness, cost in time and resources of using the procedure; better to resolve it informally if possible; new practices to correct the original cause of grievance, if justified.</p> <p><i>Possible answer</i> If Luke cannot firstly sort out the problem with supervisor, he must submit his grievance in writing to a manager The manager must gather the facts from the supervisor, and invite Luke to a meeting. Luke should be able to know what the supervisor says but he can ask that his supervisor is not present if it would make him uncomfortable. He has the right to take a supporter (friend or a trade union rep) with him. Luke and his supporter should be given reasonable notice of the meeting. The manager should keep a record of the discussion, and make a decision promptly. Luke may then appeal if he wishes to a senior manager ; after that he could take his grievance to an Employment Tribunal that deals with employment rights disputes. If Luke's complaint is upheld the employer should adjust its annual leave arrangements so that the problem does not recur. The tribunal may also require that Luke is paid compensation. If Luke loses he may only appeal on a point of law, not fact.</p>	<p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p>	<p>AO2 AO4</p>
	Total of question 8	10	