



**General Certificate of Education**

**Leisure Studies**

**8641/8643/8646/8647/8649**

**LS09 – Working in the People Business**

**Mark Scheme**

*2010 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 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     |
|----------|--|--|----------------------------------|
| 1(a)     | <p><b>Level 1 - Basic</b><br/>Unexplained advantages or limited explanation.<br/>Basic or minor points about the benefits of newspaper advertising.</p> <p><b>Level 2 - Clear</b><br/>Clearly explained assessment using range of significant advantages like cost, how easy to find, whether advert attracts the target audience, etc</p> <p><b>Level 3 - Detailed</b><br/>Evaluation of whether newspaper more advantageous than internet. Balanced and may come to a conclusion against the strengths of the internet but only to show advantages of newspapers.</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> <li>• Advert in the local paper - cheap/cost effective if it is a low-paid job, attracts local candidates. Internet is worldwide but waste of time advertising so widely</li> <li>• Magazines and national press for more senior posts because fewer suitable candidates - need to draw from wider area but web page can earn advertising income, and internet is otherwise free</li> <li>• Advert in specialist leisure job section page of a newspaper is quickly found and targets the correct market so likely applicants will see it whereas internet advert could be anywhere on millions of web pages. Web search engines help but have shortcomings</li> <li>• Newspapers seen on approx one day only but internet advert constantly on display and internet pages often out of date</li> <li>• Newspaper advert provides short description but internet page provides masses of background information and also application form; whereas will need to obtain it via a contact in paper.</li> </ul> | <p><b>1 - 4</b></p> <p><b>5 - 8</b></p> <p><b>9 - 10</b></p> | <p><b>AO3</b><br/><b>AO4</b></p> |

|                    |   |                     |                   |
|--------------------|---|---------------------|-------------------|
| <p><b>1(b)</b></p> | <p><b>Point mark</b><br/> <b>1</b> for identifying each way plus <b>1</b> for developing it in outline.<br/> Must be relevant to the recruitment/application process</p> <p><b>Ignore</b> if referring to aspects of work not connected with recruitment and selection, or other legislation eg Equal Pay Act</p> <p><i>Possible answers</i><br/> <i>Sex Discrimination Act</i> outlaws direct discrimination - not allowed to say that post would not be suitable for a woman; or require any qualifications or attributes which effectively inhibit applications from one sex or from married people, unless justifiable.</p> <p><i>Rehabilitation of Offenders Act</i> - The advert and enclosures contained within the application pack should confirm that the ex-offender need not mention a spent conviction when applying. If asked on the form, the ex-offender can say no. (However, there are many jobs for which applicants <i>must</i> declare any convictions).</p> <p><i>Age Discrimination legislation</i> - not allowed to advertise job as suitable for a young or for an older person; or to specify a minimum or maximum length of experience; or to use pictures in an advert that would exclude or alienate certain age groups. Requests for dates of birth, or current age must be omitted. unless relevant to job</p> | <p><b>2 + 2</b></p> | <p><b>AO2</b></p> |
|                    | <p><b>Total of question 1</b></p>   | <p><b>14</b></p>    |                   |

| Question | Expected Answers  | Mark Allocation                         | Assessment Evidence Criteria |
|----------|---|---|------------------------------|
| 2 (a)    | <p><b>Point mark</b></p> <p>1 for sufficient (5) leisure jobs shown * (not repeats)<br/> 1 for appropriate positioning on different levels<br/> 1 for answerable to only one superior<br/> 1 for grouping in ‘families’ eg pool team, catering team</p> <p>* must be appropriate leisure jobs (i.e not general e.g. cleaner, caretaker, secretary, assistant manager etc)</p>   | 4                                       | AO3                          |
| 2 (b)    | <p><b>Point mark</b></p> <p>1st mark for position 2nd mark for nature of interaction<br/> <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)</p>   | 2                                       | AO2                          |
| 2 (c)    | <p><b>Level 1 - Basic</b><br/> Basic vague or general descriptions of skills, qualifications and experience or unimportant SQE</p> <p><b>Level 2 - Clear</b><br/> Clear reasons why SQE are needed</p> <p><b>Level 3 - Detailed</b><br/> Detailed specific coverage of SQEs. Convincing reasons</p> <p><i>Skills:</i> interpersonal skills (eg greeting and welcoming, discussion, running meetings, team skills, resolving problems), communication skills (learning to listening, report writing, speaking to customers, making presentations,) ; technical skills (ie on equipment, or specific tasks used in that job); administrative skills (planning paperwork : note making, money procedures, organising, recording, assembling data, form filling) ; ICT skills ignore qualities i.e. personality traits.<br/> <i>Qualifications:</i> Basic work skills like First Aid at Work or NVQs or similar give confidence that the employee has learned skills and competence, CRB checked etc.<br/> <i>Experience:</i> Some jobs require training beforehand, others provide on-the-job training. All employers will prefer you have had some work experience and that training and have come across situation before.</p> | <p>1 - 4</p> <p>5 - 8</p> <p>9 - 10</p> | <p>AO3</p> <p>AO4</p>        |
|          | <b>Total of question 2</b>  | <b>16</b>                               |                              |

| Question | Expected Answers   | Mark Allocation           | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 3 (a)    | <p><b>Level 1 - Basic</b><br/>Lack of knowledge about redundancy. Simple statements about what a company should do. Not proper treatment of staff.</p> <p><b>Level 2 - Clear</b><br/>Clear explanation of at least 2 significant actions/safeguards beyond informing staff.</p> <p><i>Possible answers</i><br/>The company should carry out the following -</p> <ul style="list-style-type: none"> <li>• Proposals for change are communicated to all affected employees</li> <li>• Consultation takes place with any individual or group of employees affected to ensure that employees fully understand the implications for themselves of the new structure</li> <li>• Consultation also takes place with recognised union and employee representatives</li> <li>• All reorganisation processes will comply with relevant employment legislation such as equality</li> <li>• Keep the number of dismissals as low as possible - only after all other possibilities have been exhausted</li> <li>• Mitigate the consequences of the dismissals</li> <li>• The company finds out if any employee wants voluntary severance or early retirement</li> <li>• Where possible, support employees who are declared as at risk of redundancy into alternative employment</li> <li>• Identify any potential roles in the new structure which individuals might fill, and offer training</li> <li>• Allow individuals to express their order of preference for each of their options</li> <li>• Have an appeals procedure in place.</li> </ul> | <p>1 - 4</p> <p>5 - 8</p> | <p>AO1<br/>AO2</p>           |
| 3 (b)    | <p>1 mark for identifying a likely consequence<br/>1 mark for describing the consequence upon organisation</p> <p>eg unrest reaches attention of newspapers and poor publicity follows.</p>  | 2                         | AO4                          |
|          | <b>Total of question 3</b>   | <b>10</b>                 |                              |



| Question | Expected Answers   | Mark Allocation  | Assessment Evidence Criteria     |
|----------|--|--|----------------------------------|
| 4        | <p><b>Level 1 - Basic</b><br/>List unlikely to reach L2. <u>Basic, simple statements</u>. Only 1 or 2 advantages of performance related pay (PRP) amounting to it makes employee work harder.</p> <p><b>Level 2 - Clear</b><br/><u>Range</u> of, stronger and <u>more advantages</u>.<br/>Limited or partial explanation<br/>Quantifies the significance of the advantage - may refer to disadvantages separately.</p> <p><b>Level 3 - Detailed</b><br/>Detailed, varied and significant advantages, relevant to the leisure industry<br/><u>Evaluates and concludes</u> - genuine weighing up of whether the advantages</p> <p><i>Possible advantages of performance related pay include -</i></p> <ul style="list-style-type: none"> <li>• The organisation recognises and rewards good performance</li> <li>• Directly motivates the employee to work harder to reach targets</li> <li>• Targets can be negotiated because employee is set targets at an appraisal meeting</li> <li>• Keeps the organisation's objectives firmly in mind</li> <li>• Money that the organisation pays out is made back in greater productivity</li> <li>• Exact relationship made between work and reward: all employees will understand inherent fairness if transparent</li> <li>• Can apply to individual, team or organisational performance</li> <li>• Performance in sales and recruitment of members is measurable so PRP suits this sort of work</li> <li>• Reward can also be linked to competence or to demonstrating skills like customer service or problem solving, or to completing training, so applicable to the leisure industry</li> <li>• Flexibility can help with recruitment and retention.</li> </ul> | <p><b>1 - 4</b></p> <p><b>5 - 8</b></p> <p><b>9 - 10</b></p> | <p><b>AO1</b><br/><b>AO4</b></p> |
|          | <b>Total of question 4</b>   | <b>10</b>  |                                  |

| Question | Expected Answers   | Mark Allocation           | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 5        | <p>Must be for the <u>company</u>, not the employee.</p> <p><b>Level 1 - Basic</b><br/>Insignificant or poorly explained benefits and drawbacks.</p> <p><b>Level 2 - Clear</b><br/>Balanced. Explains at least one significant benefit and one drawback for the company.</p> <p><i>Possible benefits</i><br/>Funding by Government<br/>More skilled employees, better motivated to work and develop</p> <p><i>Drawbacks</i><br/>Field of applicants limited<br/>Time and resources taken on supporting and training, documents, etc. Absence on courses. Some may not complete<br/>Having trained employee, may leave.</p> | <p>1 - 3</p> <p>4 - 6</p> | <p>AO2<br/>AO4</p>           |
|          | <b>Total of question 5</b>   | <b>6</b>                  |                              |

| Question | Expected Answers   | Mark Allocation           | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 6(a)     | <p><b>Point mark</b></p> <p>1 for <i>skills</i> = abilities that you LEARN to do at work<br/> 1 for <i>transferable</i> = would be NEEDED/USEFUL/VALUABLE in a different sort of job</p>   | 2                         | AO1<br>AO3                   |
| 6(b)     | <p><b>Point mark</b></p> <p>1 for <i>commission</i> - a percentage of the value of each sale achieved.</p> <p>1 for <i>bonus</i> = a one-off extra lump sum bonus for good performance e.g. meeting targets, must show link between the bonus and performance.</p>   | 2                         | AO1                          |
| 6 (c)    | <p><b>Level 1 - Basic</b><br/> Difficulties for employer limited explanation. May be unrealistic</p> <p><b>Level 2 - Clear</b><br/> Clear explanation. At least <b>two</b> difficulties for employer related <b>well</b> to seasonality.</p> <p><i>Possible answers</i><br/> Language + culture of seasonal staff can be non English and may create difficulty<br/> People wanting a seasonal job often don't wish to be tied so may quit job in mid-season<br/> Season may start late or end early due to weather/few visitors so staff not needed /yet have to be paid and occupied<br/> Recruitment to temp posts can be difficult.</p> | <p>1 - 3</p> <p>4 - 6</p> | AO1<br>AO2                   |
|          | <b>Total of question 6</b>   | <b>10</b>                 |                              |

| Question | Expected Answers  | Mark Allocation           | Assessment Evidence Criteria |
|----------|---|---------------------------|------------------------------|
| 7 (a)    | <p>Answer should state:</p> <ul style="list-style-type: none"> <li>• what group discussion reveals and why useful</li> <li>• what panel interview reveals and why useful</li> <li>• make a distinction between the two</li> <li>• relate to the job and finding candidate who best fits job</li> </ul> <p><b>Level 1 - Basic</b><br/>Assesses the strengths of the formats simply<br/>Distinction between two is only in general terms.</p> <p><b>Level 2 - Clear</b><br/>Gives range of significant advantages of formats<br/>Makes a distinction between using the two formats of interview<br/>Based on criteria identifying best person for the job.</p> <p><i>Group interview</i><br/>Give group a task so they behave naturally. Tests teamwork/leadership<br/>Used by an employer to see how you react in a group.<br/>Interview is not a realistic work situation<br/>Shows if you help or hinder the group reach its decision, etc.</p> <p><i>Panel interview</i><br/>May be difficult to observe everyone equally during group discussion<br/>Matches the applicant to the person specification.<br/>Acquire specific information from the candidate (if asked the right questions)<br/>Panel of interviewers gives more than one opinion of candidate<br/>Standardised questions - the same to each candidate.</p> | <p>1 - 4</p> <p>5 - 8</p> | <p>AO3<br/>AO4</p>           |
| 7 (b)(i) | <p>1 mark for an open-ended question that is plausible and possible to answer. Closed question = 0</p> <p>e.g. "What can you tell us about ..?" or "What sorts of skill do you bring" ... "Why would you be suited to this role?" ...and "How would you go about doing (task)?"</p> <p>1 mark for linking to the candidate having an opportunity to explain why they are suitable for job. (e.g. link role of past job to present one)</p>  | <p>2</p>                  | <p>AO2<br/>AO3</p>           |



|  |   |           |  |
|--|---|-----------|--|
|  | <p><i>Possible answers</i></p> <p>Ignoring health &amp; safety is misconduct and a sackable offence</p> <p>Facts ascertained to confirm their awareness, David told what his misconduct is, and given a chance to explain. Must be told result of disciplinary investigation (eg a verbal warning). If David does not respond,</p> <p>First written warning</p> <p>Final written warning</p> <p>After each warning there should be training to correct the problem. David should be set targets and monitored</p> <p>If the disciplinary procedure is not fair, the employee can claim 'unfair dismissal' and appeal to an industrial tribunal for compensation.</p> <ul style="list-style-type: none"> <li>• Fairness includes Gather evidence, chance to put his side of the story, union rep support, right of appeal</li> <li>• Disciplinary options might be suspension from work, demotion to a less responsible type of work, loss of pay or dismissal.</li> </ul> |           |  |
|  | <b>Total of question 8</b>  | <b>12</b> |  |