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**General Certificate of Education  
June 2010**

**Leisure Studies**

**LS09**

**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 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     |
|--------------------|--|---|----------------------------------|
| <p><b>1(a)</b></p> | <p><b>Level 1 - Basic</b><br/>List of features e.g. "It gives the job title and duties. Clearly laid out."<br/>Saying generally good things<br/>Circular explanations.</p> <p><b>Level 2 - Clear</b><br/>Explains specific features and in terms of attracting good applicants and helping the recruitment procedure.</p> <p><i>Possible answers include:</i><br/>Logo : Instant recognition of company and familiarity adds appeal for the applicant<br/>Outline of organisation if it is not well known : necessary so that candidate knows what is their business<br/>Job Title, Job Description and Duties - essential to know if the candidate wants job and can do it.<br/>Location of Job candidate needs to know can get to work<br/>Pay - must know whether it is sufficient money /benefits<br/>Closing Date so applicant does not miss the deadline<br/>Contact details - so that candidate can ask questions about the job<br/>How to Apply - otherwise candidate cannot send off letter and CV<br/>Equal Opportunities statement - to encourage people from all sectors of society to apply: Ethical and organisation will not miss good candidates</p> | <p><b>1 - 3</b></p> <p><b>4 - 6</b></p> | <p><b>AO2</b><br/><b>AO4</b></p> |
| <p><b>1(b)</b></p> | <p><b>Point mark</b></p> <p><b>1</b> mark for where placed.</p> <p>Allow <i>local or national newspaper, named magazine, internally; a named website</i> (e.g. <i>the company's website, fish4jobs.com</i>). 'On the internet' is too vague.</p> <p><b>2</b> marks for justification<br/>For example, advertise within the bowling alley centre so that employees have a chance to apply for it.</p> <p>No further marks awarded for alternative ideas for where to place advert.</p>  | <p><b>3</b></p>                         | <p><b>AO1</b></p>                |

| Question            | Expected Answers   | Mark Allocation                         | Assessment Evidence Criteria                    |
|---------------------|--|---|---|
| <p><b>1 (c)</b></p> | <p><b>Levels marks</b><br/>Answers can be specific to the bowling centre or in general.</p> <p><b>Level 1 - Basic</b><br/>General points that job applicants should include, some inappropriate.</p> <p><b>Level 2 - Clear</b><br/>At least two clear justifications.<br/>Good range of relevant points found in a letter.<br/>Convincing on importance of making points in a covering letter.<br/>Clear link to the impression made on employer.</p> <p><i>Possible answer</i><br/>Letter of application will<br/>- Emphasize the skills you picked up in previous jobs, which make you particularly suitable for this job<br/>- The value of personal qualities not in the CV you would bring to this job<br/>- State benefits of experience that doing previous jobs have given you<br/>- Draw attention to any other key features of your CV to sell yourself<br/>- Demonstrate ability to write good English and to communicate clearly which many employers still value highly.<br/>- Explain about your present job and why you are looking to move on - so showing enthusiasm to progress<br/>- Explain away any poor exam results or gaps in employment</p> | <p><b>1 - 4</b></p> <p><b>5 - 8</b></p> | <p><b>AO1</b><br/><b>AO3</b><br/><b>AO4</b></p> |
| <p><b>1(d)</b></p>  | <p><b>Point mark</b><br/>Clear explanation/s</p> <p>Under-represented minorities encouraged. (1)<br/>Organisation won't miss able candidates from minorities.(1)<br/>Demonstrate to candidates that they are treated fairly. (1)</p>   | <p><b>2</b></p>                         | <p><b>AO1</b></p>                               |
|                     | <p><b>Total of question 1</b></p>  | <p><b>19</b></p>                        |   |

| Question | Expected Answers   | Mark Allocation           | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 2(a)     | <p><b>Point mark</b></p> <p>1 mark for being properly prepared/competent/know what they are doing.<br/>           1 mark for defining idea of 'fully' (sufficient for all eventualities)<br/>           1 mark for qualification as <i>proof</i> for insurance reasons.</p> <p><i>Possible answer</i><br/>           The coach must have <i>evidence</i> (1) that he is trained and is competent in <i>all aspects</i> of the job (1) eg knows safe techniques and meets legal requirements.</p>   | 2                         | AO1                          |
| 2(b)     | <p><b>Level 1 - Basic</b><br/>           Simple knowledge of DDA. Comes up with 1 way that DDA enables coach to apply and do job.</p> <p><b>Level 2- Clear</b><br/>           Good knowledge at least 2 examples of the support that DDA gives: correct detail and uses proper terminology, like reasonable adjustment.<br/>           Refers to recruitment (<i>eg large print application forms, accessible building for interviews</i>) as well as being in employment.<br/>           Understands objective of the legislation (fair opportunity).</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> <li>• Disability Discrimination Act 1995 makes it unlawful to treat disabled people less favourably than other people</li> <li>• No-one may be prevented from being a candidate for and gaining employment or promotion on grounds of their disability</li> <li>• Employer must make reasonable adjustments to enable the person to apply for the job eg making application and interview arrangements that enable him to apply eg large print applic form or audio tape</li> <li>• Must make reasonable adjustments to the physical features of their premises to overcome physical barriers to access (<i>not if the cost is prohibitive or prevents the work being done</i>)</li> <li>• The employer must make a reasonable adjustment to working conditions to allow the disabled person to do the job (e.g. changing the duties, allowing time off to attend hospital, flexible working hours, modifying procedures or equipment) unless there is justification <i>e.g. need not be flexible about his hours (because the club is at fixed times)</i></li> <li>• Person need not do whole job. Can allocate some parts of the job to another coach, or allow a personal care worker to assist him;</li> <li>• It would be lawful not to offer the job if someone unable to do the job through their disability but justification must not be trivial.</li> <li>• Does not ask employers to employ disabled people who are unsuitable for the job - only to give them equal opportunity.</li> </ul> | <p>1 - 3</p> <p>4 - 6</p> | AO1<br>AO2                   |
|          | <b>Total of question 2</b>   | <b>8</b>                  |                              |

| Question | Expected Answers  | Mark Allocation           | Assessment Evidence Criteria |
|----------|---|---------------------------|------------------------------|
| 3(a)     | <p><b>Level 1 - Basic</b><br/>Shaky understanding of 'perk' as an additional non-monetary benefit to supplement basic salary.<br/>For top of level outlines different perks or detail on one.</p> <p><b>Level 2 - Clear</b><br/>Clear description of perks.<br/>Matches different incentives for different staff.<br/>Relevant references to a leisure organisation's perk.</p> <p><i>Possible answers</i></p> <p>Job-related benefit that does not cost the organisation much e.g. free uniform, subsidised meals/coffee, accommodation provided for holiday centre job.<br/>Benefit not related to job e.g. private health insurance, discount card for use in selected stores.<br/>Allowed use of facilities e.g. at a gym, leisure centre or swimming pool to members of staff; use in own time of a company vehicle;<br/>Free or discounted use e.g. low priced or free admission to a sports venue, cinema, concert, theatre or visitor attractions for the member of staff and guests; reduced rates at a hotel or restaurant; accommodation at holiday centre outside work time.<br/>Offering to pay for a further qualification or training.<br/>Presents.<br/>Corporate hospitality eg a box at the races</p> <p><i>Do not allow money reward, pension, etc bonus, commission, money rewards, pension etc. Do not allow prizes.</i></p> | <p>1 - 3</p> <p>4 - 6</p> | <p>AO1<br/>AO3</p>           |



| Question | Expected Answers  | Mark Allocation   | Assessment Evidence Criteria     |
|----------|---|---|----------------------------------|
| 3 (b)    | <p><b>Levels mark</b><br/>NOT – perks or fringe benefits (rubric)</p> <p><i>Other possible methods:</i></p> <ul style="list-style-type: none"> <li>• Commission – Should motivate the person to sell as much as possible .</li> <li>• Performance related pay.</li> <li>• Induction/training makes them feel comfortable/valued/productive</li> <li>• Delegation/giving responsibility</li> <li>• Praise to make the person feel valued.</li> <li>• Job rotation, job enrichment, team activities etc.</li> </ul> <p><b>Level 1 - Basic</b><br/>Basic/simple description of method.<br/>Limited explanation of its success.</p> <p><b>Level 2 - Clear</b><br/>Clear description of method, perhaps related to leisure context.<br/>Range of attributes of the method.<br/>Evaluative.<br/>Weighs up the likelihood of success at motivating.</p> <p><i>Possible answer e.g. on Bonus</i><br/><u>Why it can be successful</u></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 eg after Christmas, or at the end of a season, or at the <i>end</i> of a particular project or event or campaign, so company can make certain how much can be afforded.</li> <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><u>Disadvantages with bonus</u></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. <i>ETC</i></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> | <p style="text-align: center;"><b>1 - 4</b></p> <p style="text-align: center;"><b>5 - 8</b></p> | <p><b>AO1</b><br/><b>AO4</b></p> |
|          | <b>Total of question 3</b>  | <b>14</b>   |                                  |

| Question | Expected Answers  | Mark Allocation  | Assessment Evidence Criteria                    |
|----------|---|--|---|
| 4        | <p><b>Level 1 - Basic</b><br/>Listy, makes side points - e.g. requirements of the employee rather than the organisation. One significant point.</p> <p><b>Level 2 - Clear</b><br/>More significant factors<br/>Some understanding of the needs of the organisation – business and customers. Limited amount of discussion/exploration.</p> <p><b>Level 3 - Detailed</b><br/>Detailed and well-organised discussion.<br/>Important factors that should have precedence meeting the organisation’s needs or what must be done legally for employee.</p> <p><i>Possible factors</i><br/>Use the best person to deliver service to customers<br/>To meet the employer's needs to run the business<br/>Need to cover with sufficient staffing level<br/>Rota the right people e.g. experienced and trained staff<br/>Cope with demand at busy times<br/>Contracted weekly working hours per week<br/>The Working Time Regulations – employer must meet these.<br/>Fair allocation of unsocial hours<br/>Vary the types of work the employee is given chance to do<br/>Coping with absence, illness etc.<br/>On return to work, employer must fit work around their child care needs.</p> | <p><b>1 - 3</b></p> <p><b>4 - 8</b></p> <p><b>9 - 10</b></p> | <p><b>AO2</b><br/><b>AO3</b><br/><b>AO4</b></p> |
|          | <b>Total of question 4</b>  | <b>10</b>  |   |

| Question | Expected Answers   | Mark Allocation           | Assessment Evidence Criteria |
|----------|--|---------------------------|------------------------------|
| 5(a)     | <p><b>Level 1 - Basic</b><br/>Simple description of some advantages<br/>Some advantages for the trainee rather than the Trust</p> <p><b>Level 2 - Clear</b><br/>Range of advantages, relevant to the National Trust<br/>Assesses whether the advantages are important or have a downside<br/>At top balance of argument, possibly coming to conclusion</p> <p><i>Possible advantages to the National Trust</i><br/>Trust receives work from young person who gets better and better at the job as training proceeds.<br/>The person is trained in the way the Trust wants its work done.<br/>Confidence in the quality of the training<br/>Career path makes it easier to recruit and retain young people<br/>Constant training motivates the young person to work better<br/>Likely to keep them so it is a way of recruiting a trained person<br/>Likely to progress to more senior positions in the Trust and thus have wide experience of Trust's work</p> | <p>1 - 4</p> <p>5 - 8</p> | <p>AO4</p>                   |
| 5(b)     | <p><b>Point Mark</b></p> <p>Makes 4 relevant points about how the National Trust could gain from using <i>volunteering</i> as a method of employment e.g. to keep its salary costs low.</p> <p><i>Possible answers</i><br/>Unpaid<br/>Jobs for which little or no training costs incurred<br/>Uses retired people who are willing to work in the week<br/>Also uses working age people at weekends/holidays<br/>Uses expertise of people eg knowledge/customer skills<br/>Motivated by enthusiasm for buildings, gardens, countryside<br/>Usually very dedicated, reliable.<br/>N.T. is able to spend savings on other things.<br/>Enhances image of N.T.</p>  | <p>4</p>                  | <p>AO1<br/>AO2</p>           |
|          | <b>Total of question 5</b>   | <b>12</b>                 |                              |

| Question    | Expected Answers  | Mark Allocation | Assessment Evidence Criteria |
|-------------|---|-----------------|------------------------------|
| <b>6(a)</b> | <p><b>Point mark</b></p> <p>Purpose is to ensure both employers and employees (1)...</p> <p><i>Accept</i> – agreed by both sides</p> <p>... Not only get their rights / entitlements but also carry out their responsibilities / obligations (1).</p> <p><i>Accept</i> – terms and conditions</p>   | <b>2</b>        | <b>AO1</b>                   |
| <b>6(b)</b> | <p><b>Point mark</b></p> <p><b>1</b> mark for each appropriate point or + <b>1</b> for development</p> <p><i>Typical responses</i></p> <p><i>Fairness on both sides</i></p> <p><i>Legal protections prevents disputes</i></p> <p><i>To give enough / sufficient time</i></p> <p><i>So work is not disrupted</i></p> <p><i>So the employee continues to earn a living</i></p> <p><i>Because recruitment procedure is lengthy</i></p> <p><i>To establish the facts of when work is done and wages paid</i></p> <p><b>NOT SUFFICIENT</b></p> <ul style="list-style-type: none"> <li>- so organisation knows employee leaving</li> <li>- so can find a replacement</li> <li>- so can find another job</li> <li>- so they are aware</li> </ul> | <b>2 + 2</b>    | <b>AO1<br/>AO2</b>           |
|             | <b>Total of question 6</b>  | <b>6</b>        |                              |

| Question | Expected Answers  | Mark Allocation                         | Assessment Evidence Criteria |
|----------|---|---|------------------------------|
| 7        | <p><b>Level 1 - Basic</b><br/>Basic, vague or limited description of qualifications, qualities, skills and experience (QSEQ) to do each job<br/>Requirements not really compared or linked to duties.<br/>Some attempt to use a form and style of writing appropriate to purpose and subject matter.<br/>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><br/>Knowledge of requirements (QSEQ) of each job, and some clearly related to duties<br/>Some comparison of the QSEQ of the 2 jobs.<br/>Limited use of a form and style of writing appropriate to purpose and subject matter.<br/>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><br/>Relates the QSEQ to the leisure duties of the job with some detail.<br/>Well-structured comparison of requirements for the 2 jobs.<br/>Full use of a form and style of writing appropriate to purpose and subject matter.<br/>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</i><br/>Home-based leisure (children’s entertainer)<br/>Arts and Entertainment (cinema Projectionist)<br/>The cinema projectionist should have technical <b>skills</b> whereas the children's entertainer communication <b>skills</b> are much more important. The cinema projectionist is unlikely to come into contact with customers at all but he is depended upon to maintain equipment and operate it competently. The entertainer must prepare all his own props and costumes in advance - what matters is his ability to engage and appeal to the children. The entertainer needs no specific <b>qualifications</b> but must have satisfactory CRB certificate because of working with vulnerable people, whereas this is not needed at all by the projectionist who instead needs evidence that he is trained and competent in operating electrical equipment such as City &amp; Guilds, otherwise he’s not properly qualified. Both need <b>experience</b>, one of assisting in different cinemas so he knows how to respond as technical problems and unexpected situations arise, and the other so that he has perfected his act.</p> | <p>1 - 4</p> <p>5 - 8</p> <p>9 - 12</p> | <p>AO1<br/>AO3<br/>AO4</p>   |
|          | <b>Total of question 7</b>  | <b>12</b>                               |                              |

| Question        | Expected Answers  | Mark Allocation   | Assessment Evidence Criteria |
|-----------------|---|---|------------------------------|
| <p><b>8</b></p> | <p><b>Level 1 - Basic</b><br/>Basic answer, with brief, speculative, unrealistic or side points.<br/>May give no significant advantage or disadvantage.<br/>May focus on the staff rather than the event organiser.</p> <p><b>Level 2 - Clear</b><br/>Discussion focussed on the event organiser's needs.<br/>Answers may be only positives or only negatives but likely to be balanced through discussion.<br/>Includes detail or explanation.</p> <p><b>Level 3 - Detailed</b><br/>Justifies using the agencies rather than event organiser doing it themselves.<br/>Realistic. Understanding of the key advantages and disadvantages of using a recruitment agency.<br/>Gives detail relevant to events.<br/>Balanced evaluative discussion.</p> <p><i>Positive implications include</i></p> <ul style="list-style-type: none"> <li>• Quickly find sufficient staff from large database of candidates with relevant job experience and proper qualifications</li> <li>• Agency has vetted staff by checking accuracy of records of employee's previous experience, training and references and by checking eligibility to work (visas, birth certificates, National Insurance numbers, any unspent criminal convictions, etc.)</li> <li>• The agency has carried out interviewing and selection processes in order to pick suitable staff</li> <li>• Training : the agency provides ready-trained staff e.g. with an Events industry NVQ</li> <li>• A uniform is decided and provided by the agency.</li> <li>• The agency arranges staffing rotas</li> <li>• The agency deals with hours of work, rates of pay and is responsible.</li> <li>• Key point is that it keep the organisation's time and resources free from recruitment and concentrate on its work on the leisure event</li> </ul> <p><i>Possible negative implications include</i></p> <ul style="list-style-type: none"> <li>• Lack of control by the event organiser</li> <li>• Completely in the recruitment agency's hands and dependent on them e.g. if not enough suitable employees, event will suffer</li> <li>• Public regard all staff as belonging to the event</li> <li>• More costly than direct employment</li> <li>• Public liability remains with the event organiser.</li> </ul> | <p><b>1 - 3</b></p> <p><b>4 - 7</b></p> <p><b>8 - 9</b></p> | <p><b>AO4</b></p>            |
|                 | <p><b>Total of question 8</b></p>   | <p><b>9</b></p>   |                              |