



**General Certificate of Education
January 2011**

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

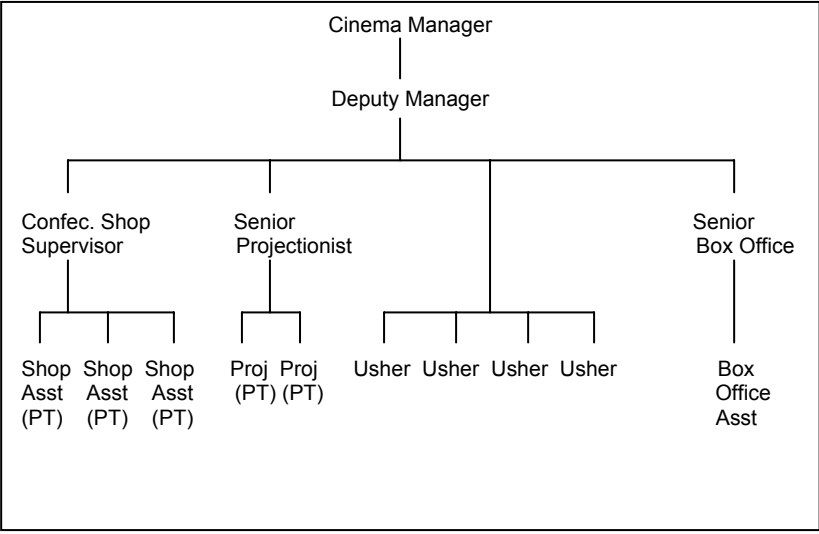
NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

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
1(a)	<p>Point mark There will be approx 4 levels shown by horizontal lines. Greater number of posts at lower seniority levels. Each member of staff is connected by vertical lines to one senior person above. Senior staff except Box office should all have a span of control of at least two people. Shows part-time posts and ushers at the same level, senior posts at the same level. Plausible positioning for admin assistant.</p> <p>1 mark for lines and <i>family tree shape</i>; 1 mark for being answerable to <i>only one superior</i>; 1 mark for showing <i>spans of control</i> correctly; 1 mark for correct grouping into '<i>families</i>' ie four departments.</p>  <pre> graph TD CM[Cinema Manager] --> DM[Deputy Manager] DM --> CSS[Confec. Shop Supervisor] DM --> SP[Senior Projectionist] DM --> SBO[Senior Box Office] CSS --> SAsst1[Shop Asst (PT)] CSS --> SAsst2[Shop Asst (PT)] CSS --> SAsst3[Shop Asst (PT)] SP --> PPT1[Proj (PT)] SP --> PPT2[Proj (PT)] SBO --> BOAsst[Box Office Asst] DM --> U1[Usher] DM --> U2[Usher] DM --> U3[Usher] DM --> U4[Usher] </pre>	4	AO3
1(b)	<p>Point mark Defines span of control (1) and illustrates correctly from own diagram (1).</p> <p><i>Possible answer</i> The span of control is the number of staff who work under one supervisor (1). The Deputy Manager has 3 senior staff under him, the Senior Projectionist has 2 under him (1).</p>	2	AO2
	Total of question 1	6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Level 1 – Basic Limited, simple answer. May refer to aspects of the panel's tasks (e.g. making sure not disturbed during interview, put the candidate at ease) less significant for fairness and selection.</p> <p>Level 2 – Clear Mainly relevant ways of working with some omissions. Some ideas about panel achieving fairness and selecting the best. Includes before, during and after the interviews.</p> <p>Level 3 – Detailed Detailed answer on before, during and after stages of the interviews. Description of how the panel's approach uses strategies both to achieve fairness and to select the strongest candidate.</p> <p><i>Possible answer</i></p> <p>Before</p> <ul style="list-style-type: none"> • Familiarise with the job description and person specification of the post; • Read the application form / CV and any supporting documents of each candidate; • Agree the list of questions to be asked and by which member of the interview panel <p>During</p> <ul style="list-style-type: none"> • Start with a welcome, establish rapport; • Each panel member to ask questions (same questions for each candidate) • Open questions which give candidate chance to show what he or she can do • Listen, let the candidate have time to answer; • Take brief notes, and give a score for each answer • Allow sufficient time for the applicant's own questions; • Close on a positive note – thank the candidate and explain the next stage of the procedure. <p>After</p> <ul style="list-style-type: none"> • Work out the scores • Compare the information gained about the applicant with the essential and desirable criteria in person specification; • Each member of the interview panel to have an input into the final decision; • Send all interview documentation to the Human Resources Manager in event of disputes later. 	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO1</p> <p>AO4</p>
	Total of question 2	10	

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

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Level 1 – Basic Limited. Describes one or two reasons why advertisement is effective. Simple statement of reasons - e.g. there is a clear closing date - does not develop/explain them.</p> <p>Level 2 – Clear More analysis of reasons why the advert should get applicants to apply for the job. Clear links between reasons and the advert being effective. Well-organised discussion.</p> <p><i>Possible answer</i> Instant recognition of company and its success draws attention. Description of work adds appeal for the applicant. Training will be offered. Job title - essential to know if the candidate will want the job Contact details / how to apply etc. Easily found on the website.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3</p> <p>AO4</p>
3(b)	<p>Point mark 1 mark for describing each of up to three advantages and +1 for development / assessment. Able to define the type of referee required etc so that applicants do not use names of friends and relatives.</p> <p><i>Possible answer</i> Others advantages may include: Finding out when they saw the advert. Applicant cannot leave out an important piece of information e.g. unexplained gaps in career or examinations taken but not passed. Gives all the information in the way that organisation requires. Need to sign to declare that the information is true. May incorporate equal opps monitoring into form.</p>	6	AO4
3 (c)	<p>Level 1 - Basic Describes what is included in the letter of application</p> <p>Level 2 - Clear Explains the reason for inclusion in the letter Why the applicant's experience and qualifications should be matched up with the requirements of the job description</p> <p><i>Possible answer</i> (Level 1) Applicant's experience and qualifications are included in the letter of application. The way they are written will be tailored to the job and show that the applicant has the qualities and skills.</p> <p>(Level 2) Applicant's letter is matched up with the requirements of the job description to show how previous experience and qualifications have prepared the candidate to do the job or have already done the job tasks successfully before. Letter is matched to the person specification to illustrate where the candidate acquired the necessary knowledge and skills through training or practical experiences at work as well as having qualities that might be desirable.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1
	Total of question 3	18	

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

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Point mark Person description shows the personal qualities, skills, qualifications, experience required by the post-holder (1). These are separated into <i>essential</i> and <i>desirable</i> (1).</p>	2	AO2
4(b)	<p>Point mark Any four points or +1 for development</p> <p><i>Possible answer</i> You must wear the correct uniform properly at all times while you are on duty (1). Condition must be kept clean, no stains or marks (1). Name badge must be worn as identification (1). Return the uniform in good condition at end of job (1). Health and safety e.g. wearing hard hat and gloves when working on equipment. Required to wear novelty or themed costumes on special event days (1). Any long hair must be tied back and no loose items on clothing that may be caught in machinery (1)</p>	4	AO2
4 (c)	<p>Point mark Any four points from the list below or other reasonable points. Fewer points with development can earn a further mark.</p> <p><i>Possible answer</i> <u>Doing the job well</u>, e.g. doing all you are asked willingly. <u>Earning a reputation</u> e.g. showing capable of doing more. <u>Doing extra</u> e.g. asking to shadow jobs at a higher level, volunteering. <u>Self-improvement</u> e.g. gaining new skills, training courses, examples of qualifications. <u>Taking action</u> e.g. asking the manager for advice, finding out, Applying for vacancies in related areas including retail, admin, security, catering to gain promotion. <u>Flexible</u> to move to other amusement parks, prepared to follow whatever pathways are available. Other possibilities exist: e.g. taking an interest in leisure industry news.</p>	4	AO2

4(d)	<p>Level 1 – Basic Limited, simple answer. Basic, vague or general descriptions of qualifications and experience. Includes some personal qualities or inadmissible qualifications and experience and skills. Simple reasons.</p> <p>Level 2 – Clear Clear on some specific experience and qualifications needed. Clear link to at least one duty of the job.</p> <p>Level 3 – Detailed Detailed on the specific qualifications and experience needed. (E.g. an NVQ level 2 in) Detailed reasoning why they fit the duties.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO2 AO3</p>
	Total of question 4	20	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<i>Answer</i> 4 1 5 3 2 or 4 2 5 3 1	1	AO1
5(b)	<p>Level 1 – Basic Simple points about specific information being necessary to give a picture of what an employee has done. States in general terms that the information would be useful.</p> <p>Level 2 – Clear Shows how the specific information will be useful. Indicates outcomes that different kinds of information make leading towards whether the information will be useful.</p> <p><i>Possible answer</i> The self-appraisal questionnaire uncovers concerns and aspirations, shows what employees regard as important and unimportant in his/her job and where his/her motivation lies. May show employee misunderstands or is unrealistic. The manager will carry out direct observation of the employee while working to judge against requirements of the organisation and measure against job description. Customer comments provide regular and objective evidence and are important as customer satisfaction is an objective of the organisation. Training attended reveals what has been learned, how the training is being used, etc.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3</p> <p>AO4</p>
5(c)	<p>Level 1 – Basic Describes a method that will not cost the organisation much money. Asserts that it will motivate.</p> <p>Level 2 - Clear Justifies the method showing how it will motivate as well as not cost the organisation much money.</p> <p><i>Possible answer</i> Money is a tangible quantifiable reward. It is paid to the employee in proportion to the effort put in. A method like commission or bonus will generate more income for the leisure business than is paid out to the employee so a net gain.</p> <p>Comments on how easy it is to administer, the time manager's spend on it, how accurately it reflects the work done etc, will be credited.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3</p> <p>AO4</p>
Total of question 5		13	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Point mark Reward 3 points or fewer points with +1 for development. If candidate answers all three, reward only the best choice.</p> <p><i>Possible answer</i> (1) <u>Indirect discrimination</u> occurs when an employer introduces a practice (1) for all employees that is not a reasonable means of achieving a business aim (1) that would put one group of people at a particular disadvantage compared to others (1). Example (1) e.g. a requirement for all staff to be clean shaven, which would put people of a particular religion at a disadvantage.</p> <p><i>Possible answer</i> (2) <u>Victimisation</u> occurs where a person is treated less favourably (1) because he or she has alleged that discrimination or harassment has taken place (1); has presented a claim to an employment tribunal / has acted as a witness in a discrimination or harassment case (1). In order to intimidate people not to object to discrimination (1)</p> <p><i>Possible answer</i> (3) <u>Genuine occupational requirement</u>. If a male or female or person of ethnic origin (1) is required to do a job where the characteristics of an individual of a particular gender, religion, race or appearance is required to do the job (1) (for example (1) in a play, or show, or in a restaurant). The employer must be able to justify a sound business reason for this (1) and can advertise for a specific gender or race or exclude people with disability (1).</p>	3	AO1
6(b)	<p>Level 1 – Basic Understanding of the DDA and knows its requirements to provide without any assessment of how much it is applied.</p> <p>Level 2 - Clear More detailed knowledge of the requirements and provision of the DDA. Evaluates the extent to which it is applied against criteria chosen by the candidate (e.g. needs of employees, meeting legal obligations) and comes to a conclusion on how much leisure organisations can give support.</p> <p><i>Possible answer</i> Refers to recruitment, employment, promotion, redundancy, etc. Factors affecting provision include cost, physical possibility, legal obligations, fairness, different disabilities, ability to do the job role, etc.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO3 AO4
Total of question 6		11	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Level 1 – Basic Basic simple steps e.g. verbal and written warnings, union representative present. Vague or general reference to fairness; little attempt to find a solution.</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>	1 – 4	AO1 AO2 AO4
	<p>Level 2 – Clear Clear on how the steps can ensure fairness and resolve the problem. E.g. gathering evidence, not going on hearsay, keeping the employee informed, training so the problem does not recur, etc. Most steps included.</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>	5 – 8	
	<p>Level 3 – Detailed Detailed on the ways in which complete fairness is achieved and a solution is sought, methodically ensuring that the whole procedure is sound. Few if any steps omitted.</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>Possible answer</i> Follow procedures as agreed in the <i>contract</i>. Reliable facts, e.g. Gather <i>evidence</i> of the misconduct on different occasions so it cannot be disputed. Employee <i>kept informed</i> at each step, e.g. hold meetings so that the employee is presented with the facts. Let the employee's case be heard. Allow the employee to be advised and <i>represented</i> at meetings. Keep a <i>written record</i> of all meetings and correspondence. If misconduct persists, involve more senior management. Look for a solution: Put in place <i>training</i> and give the employee time to improve. Wipe the record clean if the misconduct ceases. Thorough - every effort made to improve the employee's conduct. Have an <i>appeal</i> procedure. Change organisation's work practices so that the problem does not occur again.</p>	9 – 12	
	Total of question 7	12	