

# Mark Scheme (Results) January 2008

GCE

## GCE Leisure Studies(6967) Paper 1



## Unit 2: Working Practices in Leisure (6967)

Question Number	Example answers	Mark
1 (a)	<p>1 mark for each correct idea up to a maximum of 4.</p> <ul style="list-style-type: none"> <li>• Food must be fit for consumption/not past its sell-by date (1)</li> <li>• Food is clearly labelled to show content (1)</li> <li>• It is correctly stored/prepared (1)</li> <li>• Staff must be trained in hygiene (1)</li> <li>• Premises will require certification (1).</li> </ul>	(4)
1 (b)	<p>1 mark for identification of each realistic measure. Up to 2 marks for each explanation of why it is in place/how it operates.</p> <ul style="list-style-type: none"> <li>• Maintenance procedures (1). These should be carried out at regular intervals on the rides (1). This will ensure that they are kept in the best possible condition and so less likely to fail (1)</li> <li>• Inspection procedures (1). There should be a planned series of inspections for each ride (1) Minor faults can be identified and put right before they become dangerous (1).</li> </ul> <p>Accept the following as measures that may be developed to max:            Limit the number of people on rides            Queuing procedure            Height restrictions            Risk assessments - developed through identifying hat the hazards might be so enabling them to correct them/stop them becoming a problem (not just describing what a risk assessment is)            Trained staff for a purpose - could be to operate rides or for boating on the lake.</p> <p>Do not accept:            First aid boxes/people            Items that would be physical attributes of the rides - safety bars etc - although can accept life jackets for the boating lake as these are not the physical fabric.</p>	(6)

Question Number		Example answers
1 (c)		<p><b>Possible Applied Links between Althor Land and the DPA</b>  <i>Althor Land has customer credit/debit card details, contact details and would need to keep these secure (by electronic means).</i>  <i>Customers give contact details for any replies to comments - AT cannot use it for anything else without asking permission/must only us it for that purpose.</i>  <i>They share info with other attractions - this would have to be made clear to people giving details etc, as they cannot do this without their consent.</i></p> <p><i>NB Candidates may make other more obscure, but equally valid, links.</i></p> <p><b>Level 1</b> - All the information they collect must be kept secure/confidential (1). They must not pass this information on to third parties without the owner's permission (1).</p> <p><b>Level 2</b> - For its regular visitors scheme it will have the names and addresses of the customers. These will be stored on a database and the park will have to make sure that this is secure so unauthorised people cannot gain access to this information. (4)</p> <p><b>Level 3</b> - The park will have a great deal of sensitive information about its customers. The regular visitors can pay in advance so they will give credit card details as well as their addresses. The park will have to make sure that these details are secure. They will use passwords so that only authorised staff can access this information and there should be firewalls to prevent hackers gaining entry. If it combines its data with other attractions then it must ask the customers first as to whether they can use this information in this way. Otherwise they are breaking the law. (7)</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic ways in which legislation is applied are outlined. This is likely to be a list of the act's requirements dressed up as a 'to do list'. Analysis is at a simple level.
Level 2	4-6 marks	Sound analysis with some reference to the effects of legislation on the running of the park. At least one correct reason is suggested for the possible actions taken.
Level 3	7-8 marks	Detailed analysis with specific reference to the effects of legislation on the running of the park. Explanation will accurately match the actions needed in terms of the type/quality of information held. There will probably be reference to the problem of shared data and the requirements this brings.

Question Number	Example answers	Mark
1 (d)	<p>Up to 2 marks for explanation of each reason.</p> <ul style="list-style-type: none"> <li>• If an accident happens (1) they will visit in order to establish the cause of the accident (1)</li> <li>• They may make unexpected visits at any time/they will make checks on the Park (1). This is to ensure that the park is abiding by H&amp;S legislation at all times (1).</li> <li>• They may be responding to a complaint (1). For the second mark they must make it clear that the complaint is serious as otherwise it is unrealistic - the HSE would be very busy!</li> <li>• To train/give advice to staff (1)</li> <li>• The park may have been given a warning to improve something and the HSE could be returning to check it has been done (2).</li> </ul>	(4)

Question Number	Example answers	Mark
1 (e)	<p>Up to 4 marks for application stage.</p> <p>1 mark each for:</p> <ul style="list-style-type: none"> <li>• Who might be affected</li> <li>• Likelihood of risk</li> <li>• Severity of risk</li> <li>• Risk rating.</li> </ul> <p>As always bear in mind that there should be a balance in their application of the problem. If they specify a severe risk then the likelihood of this occurring must be very low.</p> <p>Up to 4 marks for measures to minimise risks.</p> <p>1 mark for each measure to minimise risk up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> <li>• Have a central ‘lost children’ point</li> <li>• Issue coloured armbands to children in groups</li> <li>• Take regular registers</li> <li>• Give advice to group leaders</li> <li>• Staff training</li> <li>• Tannoy system to be able to put out calls for parents etc</li> <li>• Stewards that might be on the lookout for children (not security guards!)</li> <li>• Give maps to everyone (as this would help parents find help points) but don’t accept ‘maps to children’.</li> </ul> <p>NB Can be measures assuming groups are under the park’s control or not as the case may be!</p>	<p>1 (e) cont. next page</p>

Question Number	Example answers	Mark																
Cont.	<p>Up to 4 marks for correct scales.</p> <p>Up to 2 marks each for scales of likelihood and severity awarded as follows:</p> <ul style="list-style-type: none"> <li>• 1 mark for numerical scale given with some indication of what each end represents or basic scale in words only.</li> <li>• 2 marks for numerical scale with sensible gradation of the scale shown or detailed scale in words only.</li> </ul> <p>If they are in words only it is likely to be as follows (as this is the one in the textbook). Accept only the filled in boxes for the overall risk.</p> <table border="1" data-bbox="395 763 1219 1010"> <tbody> <tr> <td></td> <td>Slightly harmful</td> <td>Harmful</td> <td>Extremely harmful</td> </tr> <tr> <td>Highly unlikely</td> <td>Trivial risk</td> <td>Tolerable risk</td> <td>Moderate risk</td> </tr> <tr> <td>Unlikely</td> <td>Tolerable risk</td> <td>Moderate risk</td> <td></td> </tr> <tr> <td>Likely</td> <td>Moderate risk</td> <td></td> <td></td> </tr> </tbody> </table> <p>Likely scales to be met accompanied by numbers (although acceptable without - it is impossible to get the overall risk mark if these are presented without numbers):            Unlikely - likely - highly likely            Slightly harmful - harmful - harmful - very harmful            Slightly injury - first aid treatment - time off - hospitalised - death.</p> <p><b>DO NOT ACCEPT</b>            'Impossible' or similar (never) as part of a scale            'No harm' or similar as part of a scale            Unsevere - severe - very severe.            'Possible' in the middle of a series of 'likelys' for 2 marks            Low - medium - high.</p>		Slightly harmful	Harmful	Extremely harmful	Highly unlikely	Trivial risk	Tolerable risk	Moderate risk	Unlikely	Tolerable risk	Moderate risk		Likely	Moderate risk			(12)
	Slightly harmful	Harmful	Extremely harmful															
Highly unlikely	Trivial risk	Tolerable risk	Moderate risk															
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Question Number	Example answers	Mark
2 (a)	<p>1 mark for each correct statement.</p> <p>If they get at least 3 correct points in the order in which they would occur, then a further mark for process can be awarded.</p> <ul style="list-style-type: none"> <li>• Contact local liP centre</li> <li>• They complete an assessment application</li> <li>• They need to undertake a review against the standard</li> <li>• They need to make a commitment with all the staff to reach the standard</li> <li>• They need to produce a plan to make the changes</li> <li>• Plan for staff training/development/need to ensure staff are trained etc</li> <li>• They need to evaluate what is being done to ensure their aims are being achieved</li> <li>• They will be inspected by an assessor.</li> </ul>	(5)



Question Number		Example answers
2 (b)		<p><b>Possible links between Althor Land and liP</b>  <i>liP concentrates on staff development so they would be better trained and would make less mistakes so improving customer experience on entry/giving staff better motivation and thus helping customers more.</i></p> <p><i>Training would encourage staff to appreciate the need to give as good a service as possible and make entry as easy as possible. liP would ensure communication systems were in place so they would be able to communicate ideas to management and feel involved/empowered. There would also get feedback informing them of their contribution so motivating them and so improving customer service.</i></p> <p><i>NB Candidates may make other more obscure, but equally valid, links</i></p> <p><b>Level 1</b> - Staff will have more people skills  Staff at the gates will feel more confident in doing their jobs.</p> <p><b>Level 2</b> - The liP should ensure that the staff are better trained for their jobs so they are less likely to make the mistakes. This will encourage customers to return and increase profits. (4)</p> <p><b>Level 3</b> - The introduction of liP should mean that there is a defined framework for training and staff development. This would lead to better customer service at the gate as staff are less likely to make mistakes and they will have been trained in the importance of giving a good impression face to face. Proper schedules would also mean that they get a proper induction so would be less likely to make the initial mistakes. This would improve their confidence. All this leads to better customer service, which should increase profits through increased customer returns even though it will have cost money to get the liP. (7)</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Simple analysis of the benefits of liP given but with little, if any, link to aims of the park. These will probably be fairly generic and the influence on the park only implicit.
Level 2	4-6 marks	Benefits are linked to the aims of the club in a general way. There is some analysis of how the characteristics of liP will help to combat the problems stated, although specific problems may not be addressed at the lower levels. To achieve this level there must be evidence of the stimulus being used directly or that the benefits are specifically of liP and not just any quality system. At the top of the level there should be a specific link to Althor Land.
Level 3	7-8 marks	Detailed analysis characterised by specific linkage of aspects of the liP system with at least 2 of the given problems at Althor Land.

Question Number		Example answers
2(c)		<p><b>Level 1</b> - Staff don't see the need for more training sometimes. Staff might think the money that liP costs is best spent on other things.</p> <p><b>Level 2</b> - Money spent on quality systems such as liP does not usually bring immediate results. Staff might know that customers have asked for a new type of ride and think that they will go somewhere else if they don't introduce one. (3)</p> <p><b>Level 3</b> - If people get more skills as the liP staff development programme goes ahead then this may allow them to work more efficiently. Some people might think that this will mean they need to employ less people so might be concerned about their jobs. People who have been doing the same job for years might think they know everything they need to about it so resent having to have more training in the liP system. (5)</p>
Level	Mark	Descriptor
Level 1	1-2 marks	Explanatory comments are simply linked to the introduction of liP. This will often consist of a re-shaping of the original quotes with little added. They may also be generic problems related to introduction of liP.
Level 2	3-4 marks	Sound explanation with probably one of the quotes linked to a typical problem involved with the introduction of a quality system such as liP. Accept linkage of other staff-related problems to liP as well.
Level 3	5-6 marks	Detailed explanation with linkage of 2 quotes with problems of introduction of liP. The responses should be specific to liP and not just generic to quality systems.

Question Number	Example answers	Mark
2 (d) (i)	<p>1 mark for identifying what Clubmark is for and 1 mark for stating why the canoe club is eligible and Althor Land is not.</p> <ul style="list-style-type: none"> <li>• Clubmark is for sports clubs (1) and canoeing is a sport but the theme park is not (1).</li> </ul>	(2)
2 (d) (ii)	<p>1 mark for each correct statement up to a maximum of 4.</p> <ul style="list-style-type: none"> <li>• Aims to provide opportunities for young people (1)</li> <li>• Provides a national set of standards for sports (1)</li> <li>• Clubs have to contact their NGA/Sport England to get accreditation (1)</li> <li>• They can get resource packs to help them (1)</li> <li>• Accreditation can be renewed annually (1).</li> </ul>	(4)

Question Number	Example answers	Mark
3 (a)	<p>1 mark for a basic identification of what each document is and 1 mark for some indication of what is on the document or detail of how it is used.</p> <ul style="list-style-type: none"> <li>• Invoice is produced by an organisation that is selling a service or goods (1)</li> <li>• It contains information about the amount that is owed by a customer (1)</li> <li>• It provides details of the goods/service that are being provided (1)</li> <li>• Credit note is given to a customer when they return goods bought on credit (1).</li> <li>• This says the amount and goods to which it relates (1) and the amount that the buyer owes the seller is reduced by this amount (1).</li> </ul>	(4)
3 (b) (i)	<p>Up to 3 marks awarded.</p> <p><u>3 Mark Response</u>  Income - 820 000  Expenditure - 788 500  Profit - Profit - 31 500</p> <p><u>2 Mark Response</u>  788 500 and 820 000 seen</p> <p>1 mistake has been made in adding the 4 income items but their expenses total has been correctly subtracted from 820 000.</p> <p>1 expense item (other than cost of food) has been omitted or added to the income item but they have followed through correctly.  Most common ones will be:  Inc 821500, exp 787000, p 34500  Inc 1070000, exp 538500, p 531500  Exp 837000, exp 771500, p 65500</p> <p><u>1 Mark response</u>  788 500 is seen.</p> <p>Income box has 820 000 in it.</p> <p>There are 2 mistakes at arriving at their income and expenses totals but they have correctly taken away their expenses from their income.</p>	(3)

Question Number	Example answers	Mark
3 (b) (ii)	2 marks for 3 correct responses. 1 mark for 2 correct responses. 2005 - 10000 2006 - 28000 2007 - 25000.	(2)
3 (b) (iii)	1 mark for a realistic suggestion.  <ul style="list-style-type: none"> <li>• Taken out a loan (1)</li> <li>• Borrowed more money from bank (1).</li> </ul> <p>Accept a reason why they might have needed more money eg 'needed maintenance to be done'. Do not accept just 'buy goods for the shop' without some indication as to why they might have needed to borrow the money to do it.</p>	(1)

Question Number	Example answers	
3 (b) (iv)	<p><b>Level 1 -</b></p> <ul style="list-style-type: none"> <li>• Its assets have gradually gone down (1)</li> <li>• Its liabilities have increased (1)</li> <li>• Its capital has gone down/is now negative (1)</li> <li>• They have more assets than liabilities (2).</li> </ul> <p><b>Level 2 -</b> It appears to be losing money as it has fewer assets than in 2005 but it has increased its liabilities. This means that it has had to borrow more money to buy goods. It now has less assets than its liabilities so the owners need to put more money in to it (4).</p> <p>Do not accept references to income/expenditure confused for assets/liabilities.</p>	
Level	Mark	Descriptor
Level 1	1-2 marks	Simple explanation basically stating how the figures show the problem.
Level 2	3-4 marks	Detailed explanation showing understanding of how assets, liabilities and capital are linked.

Question Number	Example answers	Mark
3 (c) (i)	<p>Up to 3 marks for correct explanation.</p> <ul style="list-style-type: none"> <li>• There is less opportunity for theft (1)</li> <li>• The shop is some way from the main buildings so cash would have to be taken there regularly if there was a lot of cash (2)</li> <li>• If there is little cash then less staff time is taken up doing this (1)</li> <li>• Staff will make less mistakes (with change etc) (1).</li> </ul>	(3)
3 (c) (ii)	<p>Up to 3 marks for correct explanation.</p> <ul style="list-style-type: none"> <li>• There is no need for customers to carry much cash with them (1) so they will not lose it whilst on the rides (1)</li> <li>• They are on a day out in the middle of a large crowd</li> <li>• There are likely to be pickpockets who would be attracted to people with cash (1).</li> </ul> <p>Do not accept simplistic reversal of 3(c)(i) argument</p>	(3)
3 (c) (iii)	<p>Up to 3 marks for correct explanation.</p> <ul style="list-style-type: none"> <li>• Using a credit card can take longer than cash (1) so queues may build up as there are only 2 tills (1)</li> <li>• There are items that are very cheap (1) and the charges on credit card transactions for the company would be too high (1).</li> </ul> <p>Accept problems of machines not working correctly.</p> <p>Don't accept 'they won't have any cash in the till for change if someone does pay by it'.</p>	(3)

Question Number		Example answers
3 (d)		<p><b><u>Applied links between Althor Land and introduction of an electronic ticketing system</u></b></p> <p><i>Electronic system means less cash would be exchanged at turnstiles as many would buy tickets in advance so safer/less spent on security.</i></p> <p><i>Would be linked to a website where they could advertise both themselves and the other attractions in the area. This might increase custom.</i></p> <p><i>Less people would buy tickets at the gate, so reducing queues and improving people's initial experience of the park.</i></p> <p><i>NB Candidates may make other more obscure, but equally valid, links.</i></p> <p><b>Level 1</b> - It would be able to handle large amounts of information(1) It would save on costs in the long run (1).</p> <p><b>Level 2</b> -The park has over 500000 visitors per year and electronic ticketing systems are ideal for use with large numbers as it is cheaper than manual systems once it has been installed. (4)</p> <p><b>Level 3</b> - Electronic ticketing systems can be linked to other systems in the park, for example if a party books entrance tickets they might want to reserve seats in a restaurant at the same time. Electronic systems can be linked to internet booking, which is far easier and cheaper for the park than having to employ people to do it manually as it has over 500000 visitors per year. The other attractions in the area could advertise on the same site so it would help attract people to the area. There could be a chance for people to feed back their experiences there - they might prefer this to hanging around filling out a card at the end of the day or having to bother to post it back. (8)</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Benefits simply stated probably in no more than list form. Any analysis will be in very general terms.
Level 2	4-6 marks	Sound analysis of at least one benefit to the park. There should be some reference to the characteristics of the park, especially at the top end. There will probably be a considerable amount of generic benefit analysis as well.
Level 3	7-8 marks	Detailed analysis of benefits to the park. At least 2 benefits should be directly related to the characteristics of Althor Land as outlined in the stimulus material.
		<b>Total marks for paper</b>
		<b>90</b>

