

Mark Scheme (Results)

January 2012

GCE Leisure Studies (6970)  
Paper 01 Employment in Leisure

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Question Number	Answer	Mark
<b>1(a)</b>	<p>Award 1 mark for each relevant benefit and additional depth. Maximum may be achieved through a number of separate benefits or two detailed benefits. For example:</p> <ul style="list-style-type: none"> <li>• Public sector organisations need to keep wages low (1) so encourage volunteers who are not paid where possible (1). This also helps their community role in being able to offer a wider range of activities (1) as well as involving members of the community more (1)</li> <li>• Volunteers may become interested in a future career there (1) and acquire skills that will make them useful employees(1)</li> <li>• Volunteers may be very enthusiastic and passionate (1) and often do a really good job because of this(1)</li> <li>• May be linked to getting extra funding (1)</li> </ul> <p>Accept any other realistic response.</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p>1 mark for each explanatory point. Max 4 if no development of any of them (i.e. a list).</p> <ul style="list-style-type: none"> <li>• It can be a fun way to meet other people and do something different (1)</li> <li>• You will gain experience of the leisure industry (1)</li> <li>• It looks good on your CV for jobs (1) and it may give you an idea whether you want to do it as a job (1).</li> <li>• By actually doing the job day in, day out for a few weeks it may help you decide whether you really do want to work in the leisure industry as a career (2)</li> <li>• As Hertborough has summer courses so students may want to volunteer for them (1). They may want to work in the leisure industry and think this will help as employers (1) may think that doing this shows some commitment to the industry (1)</li> <li>• Make new friends (1)</li> <li>• Discover more about yourself (1)</li> </ul> <p>Accept ideas related to social conscience – doing their bit for society -, although these are likely to be rather limited in development  Accept doing it for Duke of Edinburgh award etc  Accept any other realistic response.</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>1(c)</b>	<p>Award 1 mark for a realistic suggestion and up to 2 marks for each justification.</p> <ul style="list-style-type: none"> <li>• Local paper (1) the jobs need few skills so it doesn't have to be a specialist advert (1) and people who are volunteering are not likely to come far anyway (1).</li> <li>• The leisure centre notice board (1) many of the people who use the centre might want to help it (1) and this would be a cheap way of advertising (1) which is important because they can't afford much as a public sector body (1)</li> </ul> <p>Other realistic possibilities:</p> <ul style="list-style-type: none"> <li>• HLC website</li> <li>• Volunteer website</li> <li>• Word of mouth advertising</li> </ul>	<b>(6)</b>

**Total for Question 1 = 16 marks**

Question Number	Answer	Mark
2(a)	<p>Award 1 mark for each explanatory point. Max 3 marks for each if ideas are simply stated rather than developed. (allow imbalance of up to 5+3 either way) For example:</p> <p><b>HLC</b></p> <ul style="list-style-type: none"> <li>• They only need to employ him when they need him (1) so this saves money as they are not paying him when he is not needed (1).</li> <li>• He is a specialist (1) so they can put on courses they might no otherwise be able to and so increase custom (1)</li> <li>• Can use him at short notice to cover others who don't turn up (1)</li> </ul> <p><b>Patrick</b></p> <ul style="list-style-type: none"> <li>• He works when he wants to for much of the time (1) so has flexibility</li> <li>• Could achieve a better work life balance (1) as he could do only as much personal training as he wants (1)</li> <li>• Enables him to work for a number of organisations so increasing motivation (1) as he has greater variety in his work (1)</li> </ul> <p>Accept any other realistic responses.</p>	(8)

Question Number		Indicative Content
<b>2(b)</b> <b>QWC (i)- (iii)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive and 2 or 3 of these developed may reach top L3.</i></p> <ul style="list-style-type: none"> <li>• Cheaper to do once it is set up as saves on printing. They are public sector and they have had budget cuts</li> <li>• High turnover so means lots of recruitment – this makes the set up costs less important and emphasises benefits</li> <li>• Probably many different types of job in a leisure centre – could use the same application form for them all – easy to adapt</li> <li>• One less step – people see job advertised online and can apply there – less likely to miss out on a good (busy) candidate</li> <li>• Forms can be sorted electronically – some of the decisions can be automatic, saving time/money</li> <li>• Online recruitment is secure, easily transferred and easily stored</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning and/or application. Likely to be generic benefits of applying online stated</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
2	4-6	<p>Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. Should be a link to the characteristics of the post or the leisure centre post beyond the lower end of this level</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	7-8	<p>Focused responses with sustained analysis and application. Should be clear relevance to the stimulus, probably in linking costs to public sector or budget cuts.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Mark
<b>2(c)(i)</b>	<p>Award 1 mark for each evaluative comment. Comments can refer to individual criteria or to them as a combination. For example:</p> <ul style="list-style-type: none"> <li>• Motivation important as many customers in classes are there only because they think they ought to be (1) and need to be motivated to get the best out of them (1)</li> <li>• Enthusiasm is needed to get people to enjoy exercise (1) so they are more likely to come again (1)</li> <li>• Need to be patient as customers may not be used to exercise (1) and have to be told the same thing lots of times before they get it right (1)</li> <li>• Not a good idea to put knowledge of leisure centres on as this could be learnt easily (1) and they could be a good coach from another type of organisation and Hertborough would miss a good candidate unnecessarily</li> <li>• Credit a valid alternative suggestion for a criteria that would be valid for this Sports Coach post.</li> </ul> <p>Accept practicality of measuring the criteria from the leisure centre's point of view.</p>	<b>(4)</b>



Question Number	Answer	Mark
<b>2(c)(ii)</b>	<p>1 mark for each correct explanatory point. For example:</p> <ul style="list-style-type: none"> <li>• A marking system for the criteria will be devised (1) using the criteria as they are the characteristics they are looking for. Each applicant will be marked against the essential criteria (1) so that the process can be seen to be fair to all (1).</li> <li>• The criteria will be used to set questions at the interview (1) to ensure that the focus of the interview is correct (1) and that the chosen candidate shows that he/she has the skills required for the job (1)</li> <li>• The candidates with the highest marks will be shortlisted for interview(1). If they are equal on the essential ones then they may use the desirable ones in the same way (1)</li> </ul> <p>Credit use both in shortlisting and in devising interview questions</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>2(d)(i)</b>	<p>Award 1 mark for each correct item listed. For example:</p> <ul style="list-style-type: none"> <li>• Health and Safety talk</li> <li>• Tour of the facilities</li> <li>• Introduction to working colleagues</li> <li>• Background information on HLC</li> </ul> <p>Or any other realistic suggestion</p>	<b>(3)</b>

Question Number		Indicative Content
<b>2(d)(ii)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Post requires use of gym equipment/health and safety talk – needs to know how this works for himself and to keep customers safe</li> <li>• Works inside and outside so needs to know where everything (like stored equipment) is</li> <li>• Much contact with customers – will need to be able to direct them so needs tour.</li> <li>• Working in different places and with different people so will need to know who to ask for guidance in each area etc</li> <li>• May improve retention as the centre has a high turn over.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic responses that are generic. Reasoning will be vague. N.B. Do not credit that is merely stating what should be in the induction – e.g. they would need to know about health and safety
2	3-4	Responses with some explanation/application. Responses may have either clear application and some explanation or some application and clear analysis. Should be a clear link to the demands of the post by the top of the level.
3	5-6	Focused responses with sustained explanation and application.

Question Number		Indicative Content
<b>2(e)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• They may be taken to an industrial tribunal by one of the candidates. Some candidates could claim that they have been discriminated against if there is no evidence to show that a fair process has taken place.</li> <li>• This could be discrimination by race or sex as there are many different types of candidates – credit use of any relevant legislation here.</li> <li>• Could appoint the wrong candidate. If the coach is not chosen on merit and the best candidate is not chosen, this could mean that customers are dissatisfied and this could lead to loss of profits for the centre</li> <li>• As some of the candidates are internal then if they feel it has not been fair then they might be demotivated when they return to their job roles,</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	1-2	Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning and/or application.
<b>2</b>	3-4	Responses with some analysis/application. Responses may have either clear application to either legislation, staff morale or effects on customer service. There should be clear application and some analysis or some application and clear analysis.
<b>3</b>	5-6	Focused responses with sustained analysis and application. The need to address effects of legislation, staff morale and/or requirements of customer service should permeate the response.

**Total for Question 2 = 41 marks**

Question Number	Answer	Mark
<b>3(a)</b>	<p>Award 1 mark for each explanatory point up to a maximum of 5 for each (so can be 5+3 or 3+5)</p> <ul style="list-style-type: none"> <li>• This will allow the line manager to find out if there are any issues(1) that might help explain why the employee is a problem (1). This could solve the problem without any more time taken up (1).</li> <li>• It would make the employee realise exactly what he has done wrong (1) as he might not realise it is serious (1). In an informal chat this can be achieved more easily than just telling him off at the workplace (1).</li> <li>• If the employee has not responded up to now, this will make him realise it is serious (1) and that he could lose his job through it (1).</li> <li>• It is important to have record of the evidence (1) in case the employee is dismissed and takes the company to a tribunal (1). This will ensure HLC can show that they have been fair to the employee (1)</li> </ul> <p>Or any other realistic comment</p>	<b>(8)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p>Award 1 mark for each explanatory point. Allow credit for things that could be done to alleviate immediate problems and/or how a better long term process could be set up. For example:</p> <ul style="list-style-type: none"> <li>• The company could allow leave not taken to be taken in the next year instead (1) as it is not completely the employees fault (1). They could also offer them a lump sum in lieu of the leave taken (1)</li> <li>• It would be better to have a system that was originally more user friendly by involving employees (1). They might set times when they couldn't take leave (1) and allow them to choose what other times they would like (1). Because staff probably can't take leave at the best times – school holidays (1) they might consider giving them a few extra days each year (1)</li> </ul> <p>Accept any other realistic response.</p>	<b>(6)</b>

Question Number		Indicative Content
<b>3(c)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Organising teams of volunteers probably better with autocratic – they will be inexperienced and children need stricter control than adults</li> <li>• Team needs to set up activities each day – has to be done. No decision making required so laissez-faire not relevant.</li> <li>• If equipment has to be out by 9 may need strong leadership to ensure they are there before then.</li> <li>• Leading activities with children needs careful direction as they are less able to make decisions for themselves</li> <li>• More laissez-faire leader may make volunteers feel more welcomed so they are more enthusiastic. May encourage them to think about a career there or volunteering again</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Basic responses that are mainly theoretical showing understanding of how the styles affect employees in a generic context.
2	3-4	Responses with some explanation/application. Responses may have either clear application and some explanation or some application and clear explanation. Response may consider only one of the types.
3	5-6	Focused responses with sustained explanation and application. Justification should include positives for one and negatives for the other.

Question Number		Indicative Content
<b>3(d)(i)</b>  <b>QWC</b> <b>(i)-(iii)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Same job for 2 years but bored – needs change of some sort. Didn't necessarily want to do it to start with but has shown commitment.</li> <li>• Educated to at least A level so capable of more than receptionist</li> <li>• Showed commitment to the industry with qualifications gained before entering – could get further qualifications through other areas.</li> <li>• Would be useful for her to have knowledge of other roles could be used to cover absence perhaps</li> <li>• Problem – good at the job, so would they miss her as receptionist important customer interface</li> <li>• Relatively inexpensive way of motivation – providing there are others she can rotate with</li> <li>• May not work as is a partially skilled job and others taking her role may not have these skills</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/ application with generic advantages of job rotation only.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling, punctuation and the rules of grammar are used with limited accuracy.</p>
2	4-6	<p>Responses with some evaluation/application. Responses may have either clear application and some analysis or some application and clear analysis. Limit to lower end of level if no hint of application.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	7-8	<p>Focused responses with sustained analysis and application. Candidates may also put forward suggestions that are not appropriate.</p> <p>The candidate uses appropriate specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Mark
<b>3(d)(ii)</b>	<p>Award 1 mark for each explanatory point. Balance of how and why can be 2+3,3+2</p> <ul style="list-style-type: none"> <li>• Assessment of behaviour and performance (1) that is carried out by trained appraiser/line manager (1) in a one to one informal discussion (1)</li> <li>• Used to give feedback to the employee (1) and to set targets for the future (1). They are there to make decisions about the employees future (1) such as what their training needs might be (1)</li> </ul>	<b>(5)</b>

**Total for Question 3 = 33 marks**  
**Total for Paper = 90 marks**

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