

Leisure Studies

Advanced GCE **A2 H528**

Advanced Subsidiary GCE **AS H128**

Mark Schemes for the Units

June 2006

H128/H528/MS/R/06

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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MARK SCHEMES FOR THE UNITS

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Mark Scheme G182
June 2006

Question	Expected answer	Mark	Spec ref	AO
1 (a) (i)	<p>Suggest a quality standard programme that could be used by Planet Earth Theme Park (Planet Earth).</p> <p>For one mark from:</p> <ul style="list-style-type: none"> • Investors in People • BS5750/ISO9000 • BS7750 • Charter mark 	1	3.2.4	AO1
1 (a) (ii)	<p>State three advantages to Planet Earth of implementing a quality standard programme.</p> <p>One mark up to a maximum of three marks for each appropriate and distinguishable point made.</p> <p>Acceptable responses/advantages include:</p> <ul style="list-style-type: none"> • Monitors progress • Evaluates outcomes • Sets specific standards • Identifies areas for improvement • Consistency of "product" • Meet customers needs • Sets image of organisation • Any other valid suggestion 	3	3.2.4	AO2
1(b)	<p>Assess how the management of Planet Earth could use the information from its administration and operational systems in its planning and decision making.</p> <p>Level of response criteria used.</p> <p><u>Level 1 - 1-2 marks</u> A limited response. The candidate is able to demonstrate knowledge as to the content of administration and operational systems.</p> <p><u>Level 2 - 3-4 marks</u> The candidate develops their response to demonstrate their understanding of some of the elements and functioning contained within an administration and operational system. An attempt is made to appropriately show how these systems are used in planning.</p> <p>Some appropriate suggestions are made as to how the information and/or operation of the system could be used and examples given as to management planning.</p>	2 2 3 3	3.2.5	AO1 AO2 AO3 AO4

Question	Expected answer	Mark	Spec ref	AO
	<p><u>Level 3 - 5-7 marks</u></p> <p>The candidate draws on their own research to explain/analyse a range of suggestions as to the use of information drawn from and/or the efficient operation of the administration and operational systems. A link through for example, information, planning and the influence on the decision made is given. Candidates look at the positive and/or negative aspects.</p> <p><u>Level 4 - 8-10 marks</u></p> <p>A rounded response. The candidate is able to assess the administration and operational systems for example, dealing with routine and non-routine usage and/or the support the system gives to procedures and/or the ways in which the administration and operational system relates to the financial/physical/human resources of the organisation.</p>			
1(c)	<p>Give three advantages and three disadvantages of a computer based system compared with a paper based system.</p> <p>One mark for each advantage up to a maximum of three marks and one mark for each disadvantage up to a maximum of three marks.</p> <p><u>Advantages:</u></p> <ul style="list-style-type: none"> • Speed of use • Storage space • Integration of systems • Extraction of information • Barriers to human error • Any other valid suggestion <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> • Cost • Level of training • Security • Access • Replacement/redundancy • Crashing • Any other valid suggestion 	6	3.2.5	AO1
2 (a)	<p>The European Union (EU) directives on health and safety (the 'Six Pack') cover:</p> <ul style="list-style-type: none"> • Management of Health and Safety at Work • Provision and Use of Work Equipment • Workplace (Health and Safety and Welfare) • Manual Handling Operations • Personal Protective Equipment at Work 	2 2 2 2	3.2.1	AO1 AO2 AO3 AO4

Question	Expected answer	Mark	Spec ref	AO
	<ul style="list-style-type: none"> Health and Safety (Display Screen Equipment) <p>Assess how three of these regulations could be applied to an organisation such as Planet Earth. You may wish to use examples from a leisure facility that you have studied to justify your assessment.</p> <p>Level of response criteria used.</p> <p><u>Level 1 - 1–2 marks</u> The candidate produces a restricted response. Examples and suggestions are given of how the regulation may operate in practice, but these are drawn from the titles of the regulations.</p> <p><u>Level 2 - 3-4 marks</u> The candidate shows a good understanding of the regulations chosen. They demonstrate knowledge of the composition of the regulations.</p> <p><u>Level 3 - 5-6 marks</u> The candidate (implicitly or explicitly) draws on their own research (perhaps) setting the example given to the vocational context. The candidate's response is based on real and applied vocational assessment of the regulations.</p> <p><u>Level 4 - 7 – 8 marks</u> A well rounded and developed response. The candidate demonstrates an ability to assess the running of facilities based on a clear understanding of the operational implications of the chosen regulations operational implications. NB. Max level 3 if candidate only looks at 2 regulations.</p>			
2 (b)	<p>Analyse how Planet Earth could ensure that it meets the requirements of The Data Protection Act.</p> <p>Level of response criteria used.</p> <p>Guidance - valid points include:</p> <ul style="list-style-type: none"> How the customers initiate their right to know information held about themselves on computer The ways on which information is kept secure, confidential and not passed on to third parties The ways in which information is kept up to date The contents of "personal information" 	<p>2</p> <p>2</p> <p>2</p>	3.2.5	<p>AO1</p> <p>AO2</p> <p>AO3</p>

Question	Expected answer	Mark	Spec ref	AO
	<ul style="list-style-type: none"> • The difference between “Data subject” and “Data controller” • The registration of the organisation with the data protection registrant • How the organisation deals with records held on staff <p><u>Level 1 - 1–2 marks</u> The candidate produces a restricted response. Some knowledge of data protection is shown, but little knowledge of The Data Protection Act is shown.</p> <p><u>Level 2 - 3-4 marks</u> The candidate shows a good understanding of the Act. The candidate demonstrates knowledge of the composition of the Act and how this can be applied to the case study. These should be drawn from the guidance above.</p> <p><u>Level 3 - 5-6 marks</u> The candidate (implicitly or explicitly) draws on their own research (perhaps) explaining/analysing the point/section of the Act. The candidate's response is based on real and applied vocational assessment of the regulations.</p>			

2(c)	<p>Leisure organisations need to carry out risk assessments. Planet Earth is developing a new ‘white-knuckle’ ride. Part of its risk assessment is shown below.</p> <p>Complete this risk assessment. You must:</p> <ul style="list-style-type: none"> • Identify who is most likely to be harmed • Indicate a possible consequence should each hazard occur • Propose a realistic measure to eliminate or reduce risk <p>1-2 marks for each appropriate response to the prompt given in each case up to a maximum of 6 marks for:</p> <ul style="list-style-type: none"> • THOSE MOST LIKELY TO BE HARMED – valid responses – H1 - could be those customers waiting to use the ride or staff operating the ride. H2 – individual customers and those they may fall upon • CONSEQUENCE – valid responses C1 – serious injury to customer's staff (which may result in prosecution/closure/bad publicity). C2 – minor injury to individual customers caused through impact • REALISTIC MEASURE - valid responses – RM 1 – notices advising customers to make secure, clear area and or barriers around ride, removal of loose objects. RM2 – Funnel system, supervision by staff in crowd control. 	2 2 2	3.2.1	AO1 AO2 AO3
3 (a)	<p>The new managing director of Planet Earth feels that it is important to carry out an up-to-date SWOT analysis. Identify for Planet Earth two:</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Opportunities • Threats <p>Use the table below to complete the SWOT analysis.</p> <p>One mark for each valid response up to a maximum of eight marks. Two per category of the SWOT analysis.</p> <p>N.B. the strengths and weaknesses should clearly be ones that are drawn from an application to internal factors of the case study and not external factors. Within opportunities and threats both internal and external factors are acceptable.</p>	4 4	3.2.2	AO1 AO2

	<p>Appropriate responses could be:</p> <ul style="list-style-type: none"> • Strengths – central location, catchment area, new managing director's experience, training of staff. • Weaknesses – access, liquid assets, debts, seasonality. • Opportunities – marketing of new rides, new pricing strategy, use of ICT, new ticketing. • Threats – pressure groups, relation with local community, demographic changes, rivals. <p>NB. If candidate mentions 'location' in strengths and weaknesses max 1 mark however if candidate mentions location in both but offers a more detailed response, 2 marks.</p>			
3 (b)	<p>Assess the 'product' and 'place' elements of the marketing mix of Planet Earth.</p> <p>Level of response criteria used.</p> <p><u>Level 1 - 1-2 marks</u> The candidate demonstrates understanding through description and/or explanation or example of what is meant by product and place.</p> <p><u>Level 2 - 3-4 marks</u> The candidate draws on their own research appropriately to develop their response by way of explanation and analysis of product and place (perhaps placing it within the marketing mix) through for example, comparison. There is appropriate application of product and place to the case study.</p> <p><u>Level 3 - 5-6 marks</u> A well rounded response. There is evidence of an overall assessment of the product and place, so that development of product is made that includes (e.g.) aspects of quality, brand life cycle etc and within place (e.g.) through the distribution of the product or point of sale.</p> <p>NB. If candidate has only mentioned one (ie either product or place) then max 4 level 2.</p>	<p>2 2 2</p>	3.2.2	<p>AO2 AO3 AO4</p>
3 (c)	<p>The 'product life-cycle' is a model that is used to view the stages in the sales of a product (a good or a service) over time. The stages of the 'product life-cycle' are: development, launch, growth, saturation and decline.</p> <p>Discuss how the 'product life-cycle' model applies to Planet Earth.</p> <p>Level of response criteria used.</p>	<p>1 1 2 2</p>	3.2.2	<p>AO1 AO2 AO3 AO4</p>

	<p><u>Level 1 - 1-2 marks</u> A partly developed response. The candidate does (for example) use the prompts/stages of the life-cycle to demonstrate knowledge as to the meaning of the stages.</p> <p><u>Level 2 - 3-4 marks</u> The candidate draws on their own research to develop their response to (perhaps) provide examples or comparisons in support of their argument. There is some analysis of the product life cycle in its application to the case study. Perhaps looking at extension strategy.</p> <p><u>Level 3 - 5-6 marks</u> A well rounded and developed response. A good discussion of the case study and the model. Reference is made to sales/revenue as well as time. The response is developed to show (for example) what the actual life cycle may be in relation to the model and/or how the change in the product/the actions of management/the market may change or influence the actual life cycle.</p>			
4 (a)	<p>Suggest four ways in which Planet Earth may generate income.</p> <p>One mark for each appropriate response to a maximum of four marks. Acceptable answers include:</p> <ul style="list-style-type: none"> • Pre-booked ticket sales • Admission • Snacks/sweets/vending • Restaurant/food • Souvenirs • Photographs • Gambling machines • Video arcade/games • "Fun-fair" stalls • Any other valid suggestion 	4	3.2.3	AO2
4 (b)	<p>Planet Earth often experiences cash-flow problems. Discuss the possible reasons for these cash-flow problems.</p> <p>Level of response criteria used.</p> <p><u>Level 1 - 1-2 marks</u> The candidate demonstrates some knowledge as to the components of a cash-flow forecast – i.e. it is seen beyond cash.</p> <p><u>Level 2 - 3-4 marks</u> Understanding is demonstrated as to the composition of a cash-flow forecast and the relationship of the elements in the forecast as a</p>	2 2 3 3	3.2.3	AO1 AO2 AO3 AO4

	<p>whole. A limited attempt is made as to the possible uses of the cash-flow forecast.</p> <p><u>Level 3 - 5-7 marks</u> The candidate draws on their own research to support their argument through examples or comparison. The candidate refers to the case study of a cash-flow forecast, with some reference to decision making. Examples are developed in relation to the management of the fluctuations in cash-flow over a financial year.</p> <p><u>Level 4 - 8-10 marks</u> The candidate produces a balanced and well-rounded evaluation. The candidate draws on the case study and the information given to produce some appropriate suggestions and assessment as to the use of cash-flow forecasts and the effect or influence of this on management decisions. The response is vocationally sound.</p>			
4 (c)	<p>Analyse how the management of Planet Earth could use a profit and loss account in monitoring its financial performance.</p> <p>Level of response criteria used</p> <p><u>Level 1 - 1-2 marks</u> Candidate shows knowledge of a profit and loss account.</p> <p><u>Level 2 - 3-4 marks</u> Candidate applies knowledge of profit and loss account to the monitoring of financial performance.</p> <p><u>Level 3 – 5-6 marks</u> Candidate explains/analysis how a profit and loss account can be used to monitor financial performance.</p> <p>Appropriate points could be:</p> <ul style="list-style-type: none"> • Gross and net profit • Overall profitability • Retained profit • Total of running cost and expenses in financial period • Tax paid • Returns to shareholders • Any other valid suggestion • ALL THE ABOVE AS A COMPARATIVE DEVELOPMENT AND/OR OVER TIME IN DIFFERENT ACCOUNTING PERIODS. 	<p>2 2 2</p>	3.2.3	<p>AO1 AO2 AO3</p>

5 (a)	<p>Suggest four ways in which Planet Earth could monitor its year on year success.</p> <p>One mark for each appropriate suggestion up to a maximum of four marks from:</p> <ul style="list-style-type: none"> • Increase in sales • Spending per visitor • Increase revenue/profit • Increase in visitor numbers • Turnover • Performance indicators – e.g. operating costs: total income • Performance indicators – staff costs: total income • Any other valid suggestion 	4	3.2.3/ 3.2.2 (3.2.5/ 3.2.2/ 3.2.1)	AO2
5 (b)	<p>It is important that leisure organisations such as Planet Earth adopt a pricing strategy which has the objective of achieving a desired level of profit.</p> <p>Discuss a pricing strategy which would enable Planet Earth to achieve this objective and attract a wider range of customer groups.</p> <p>Level of response criteria used.</p> <p><u>Level 1 - 1-2 marks</u> The candidate identifies the elements of a pricing policy that can be used to develop sales such as differential e.g. peak and off peak, or promotional pricing used in marketing and/or provides examples how different user groups may be targeted e.g. family, group, children/adult, discounted.</p> <p><u>Level 2 - 3-4 marks</u> The candidate draws on their own research to offer examples or comparisons as to pricing/a pricing policy. The response should be developed to include either structure or targeting.</p> <p><u>Level 3 - 5-6 marks</u> A well developed explanation/analysis. The candidate's response is appropriate to the vocational context. The candidate is able to provide suggestions as to the relationship between pricing and sales and pricing and targeting.</p> <p><u>Level 4 - 7-8 marks</u> The candidate's response is reasoned and/or is underpinned with argument or justification.</p>	2 2 2 2	3.2.2	AO1 AO2 AO3 AO4

5 (c)	<p>Discuss the use of:</p> <ul style="list-style-type: none"> • A master budget • A marketing budget <p>within Planet Earth. You may wish to use examples from a leisure facility that you have studied to support your answer.</p> <p>Level of response criteria used</p> <p><u>Level 1 - 1-2 marks</u> A restricted response. An attempt is made to describe the budgets, but this is clearly drawn from the prompts in the language of the question.</p> <p><u>Level 2 - 3-4 marks</u> The candidate demonstrates their understanding of the budgets through suggested application and/or the development of their response appropriately.</p> <p><u>Level 3 - 5-6 marks</u> The candidate draws on their own research to offer examples or comparisons of budgeting and/or budgets setting their explanation/analysis within a realistic context.</p> <p><u>Level 4 - 7-8 marks</u> A well developed response. The candidate demonstrates their ability to discuss the operation of the budgets e.g. over time, relationship to other budgets, outcome, operational implications and so on.</p> <p>Appropriate points could be:</p> <ul style="list-style-type: none"> • Issues of content • Monitoring and control of performance • Control of spending • Detailing of spending • Forecasting • Meeting targets • Comparative spending of budgets • Time constraints • Return on expenditure • Any other valid suggestion <p>NB. Max level 3 if candidate has only considered one type of budget.</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p>	3.2.3	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>
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G182 June 2006					
Question	AO1	AO2	AO3	AO4	Total
1(a)(i)	1				1
1(a)(ii)		3			3
1(b)	2	2	3	3	10
1(c)	6				6
2(a)	2	2	2	2	8
2(b)	2	2	2		6
2(c)	2	2	2		6
3(a)	4	4			8
3(b)		2	2	2	6
3(c)	1	1	2	2	6
4(a)		4			4
4(b)	2	2	3	3	10
4(c)	2	2	2		6
5(a)		4			4
5(b)	2	2	2	2	8
5(c)	2	2	2	2	8
Total	28	34	22	16	100

**Advanced GCE Leisure Studies (H128, H528)
June 2006 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
G180	Raw	100	40	35	30	25	21	0
	UMS	100	80	70	60	50	40	0
G181	Raw	100	40	35	30	25	21	0
	UMS	100	80	70	60	50	40	0
G182	Raw	100	83	72	62	52	42	0
	UMS	100	80	70	60	50	40	0

	Maximum Mark	A	B	C	D	E	U
H128	300	240	210	180	150	120	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H128	1.45	9.09	23.55	49.17	71.90	100.00	484

484 candidates were entered for aggregation this series

Specification Aggregation Results

For a description of how UMS marks are calculated see;

www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication.

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