

**Leisure Studies**

Advanced GCE **G184**

Unit 5: Human Resources in the Leisure Industry

**Mark Scheme for June 2010**

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| Question No  | Content/Exemplar response  | Additional Guidance |
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| <p>1(a)<br/>Other than natural wastage, suggest two reasons why leisure organisations such as Festival Cinema might need to recruit staff</p> <p>2 marks<br/>[2*1]</p> | <p>Points marking</p> <p>Award one mark for each correct identification up to a maximum of two identifications.</p> <p><b><u>Indicative Content</u></b></p> <ul style="list-style-type: none"> <li>• Growth (1)</li> <li>• Seasonality (1)</li> <li>• Changing job roles (1)</li> <li>• Long Term Sick Leave (1)</li> </ul>  | <p>.</p>            |
| <p>1(b)<br/>Identify two key intentions or requirements of the Disability Discrimination Act and Sex Discrimination Act.</p> <p>4 marks<br/>[2*2]</p>                  | <p>Points marking</p> <p>Award up to two marks for each identification up to a maximum of two identifications.</p> <p><b><u>Indicative Content</u></b></p> <p>DDA</p> <ul style="list-style-type: none"> <li>• The key intention of the DDA is to ensure that no one is discriminated against on the grounds of disability (1) the act requires that organisations make reasonable adjustments to working conditions and facilities to allow people with disabilities to work there (1)</li> </ul> <p>Sex Discrimination Act</p> <ul style="list-style-type: none"> <li>• The key intention of the SDA is to ensure that no one is discriminated against on the grounds of gender (1) the act requires that organisations treat people of each gender equally (1)</li> </ul> |                     |

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| <p>1(c)<br/>Discuss how one of the Acts identified in part 1(b) affects operational practices within a leisure organisation such as Festival Cinema</p> <p>10 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> <p><b>Level 1: [1-3 marks]</b><br/>The candidate describes how one of either the DDA or WTD affects operational practices. Information may be in the form of a list. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [4-6 marks]</b><br/>The candidate discusses the effects of one of the Acts. Candidates will show an understanding of the question. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate shows a clear understanding of the question and includes detailed identification and explanation of the effects of the Act on operational practices. Candidate effectively discusses the features of the Act. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b></p> <p>DDA</p> <ul style="list-style-type: none"> <li>• The key intention of the DDA is to ensure that no one is discriminated against on the grounds of disability. The act requires that organisations make reasonable adjustments to working conditions and facilities to allow people with disabilities to work there.</li> </ul> |  |
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|  | <p>Sex Discrimination Act</p> <ul style="list-style-type: none"><li>• The key intention of the SDA is to ensure that no one is discriminated against on the grounds of gender. The act requires that organisations treat people of each gender equally.</li></ul> <p><b><u>Exemplar Responses</u></b></p> <p><b>Level 1: [1-3 marks]</b></p> <p>The DDA act makes it unlawful for any business to discriminate against an individual in:</p> <ul style="list-style-type: none"><li>• recruitment</li><li>• Selection and dismissal</li><li>• The terms of employment offered</li><li>• Promotion, transfers, training or any other benefits.</li></ul> <p>The DDA may affect the cinema, if they do not abide by the law, an individual who is applying for a job, or working there may feel they are not doing enough so may decide to sue the organisation, giving them bad publicity.</p> <p><b>Level 2: [4-6 marks]</b></p> <p>The DDA act makes it unlawful for any business to discriminate against an individual in:</p> <ul style="list-style-type: none"><li>• recruitment</li><li>• Selection and dismissal</li><li>• The terms of employment offered</li><li>• Promotion, transfers, training or any other benefits.</li></ul> <p>The DDA may affect the cinema, if they do not abide by the law, an individual who is applying for a job, or working there may feel they are not doing enough so may decide to sue the organisation, which would reduce the budget the cinema had to</p> |  |
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|  | <p>work with. It was also give them bad publicity, which may affect them when trying to recruit other staff, or may cause higher staff turnover.</p> <p><b>Level 3: [7-10 marks]</b><br/>Employers such as Festival cinema must make take onboard all aspects of the act including areas such as reasonable adjustments for disabled workers; this includes changing fixtures and fittings, furniture and equipment. Improving access to building by adding ramps. Changing work conditions to allow people absences for treatments or appointments and provide extra training. The impact of this is to Festival cinema is both time and cost, as they may have to close elements of the cinema to allow adjustments to take place – which might reduce income, or cause poor public relations with customers. They would also have to pay to have the adjustments made, which may restrict the spending of money elsewhere. The positive side to this is they become an inclusive employer and obtain good publicity from this both with employee and customers alike – which could lead to increased profits from increasing the customer base.</p> |  |
| <p><b>2(a)</b><br/>Assess the benefits and drawbacks to Festival Cinema of moving towards the use of a more multiskilled and flexible workforce</p> <p>10 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> <p><b>Level 1: [1-3 marks]</b><br/>The candidate identifies /describes the features of a multiskilled, flexible workforce. Information may be in the form of a list. There is little or no attempt to assess.</p> <p><b>Level 2: [4-6 marks]</b><br/>The candidate describes the benefits and drawbacks to Festival Cinema of a multiskilled, flexible workforce. Candidates will show an understanding of the question. The assessment in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of</p>   |  |

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|  | <p>concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate shows a clear understanding of the question and includes detailed identification and explanation about the benefits and drawbacks to Festival Cinema of a multiskilled, flexible workforce. Candidate effectively assesses the features of a flexible workforce. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Exemplar Response</u></b></p> <p><b>Level 1: [1-3 marks]</b><br/>A flexible workforce is one that allows/encourages employees to know and work a variety of different jobs and duties to allow flexibility in the workplace. A flexible workforce allows a business to expand and contract quickly in response to changes in demand for its products, in the case of the cinema, seasonality and weekly demand.</p> <p><b>Level 2: [4-6 marks]</b><br/>Flexibility can offer the staff more opportunities, in that they can decide which days of the week to work, whether full time, part time and back again or job share, which may fit into their lifestyle. A flexible workforce is one that allows/encourages employees to know and work a variety of different jobs and duties to allow flexibility in the workplace, this will also remove the element of boredom for staff, and may be seen as motivational. Although offering more it may restrict the running of the facility, and would need careful management to ensure staffing levels are always correct.</p> <p><b>Level 3: [7-10 marks]</b><br/>A flexible workforce is one that allows/encourages employees to know and work a variety of different jobs and duties to allow flexibility in the workplace, this will also remove the element of</p> |  |
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|   | <p>boredom for staff, and may be seen as motivational. The downside of flexible working is that employees have to be willing to become flexible, and are able to move from job to job, so they no longer may specialise in one job but become staff that have a range of jobs. Staff also have to be trained which then costs the organisation both time and money in order to get a flexible workforce. Although this allows for full utilisation of staff some staff may not feel comfortable working in this manner. With flexibility of staff comes a flexibility of salary, so wages may increase and decrease as work is available or not, again some staff may not feel comfortable with this making it difficult to recruit staff, but this would save the organisation money.</p>   |  |
| <p><b>2(b)</b><br/>Evaluate the effectiveness of this advertisement in attracting suitable applicants for the post of cinema assistants.</p> <p>10 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> <p><b>Level 1: [1-3 marks]</b><br/>Candidate identifies/describes the benefits and limitations of the advert. Information may be in the form of a list. There is little or no attempt to evaluate the effectiveness of the advert. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [4-6 marks]</b><br/>Candidate discusses a number of benefits and limitations of the advert. Candidate shows an understanding of the question and includes an evaluation of the effectiveness of the advert in recruiting suitable applicants. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate shows a clear understanding of the question and</p> |  |

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|  | <p>includes detailed identification and explanation of the benefits and limitations of the advert in attracting a suitable applicant. Candidate effectively evaluates the effectiveness of the advert. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Exemplar responses</u></b></p> <p><b>Level 1: [1-3 marks]</b><br/>The advert is good as it clearly shows what position is available – cinema assistants. The advert also shows how they should apply, and who to so the potential employees know what to do if they want to apply for the position. It is poor as it does not say how many hours are available and how much the person will get paid – so people might apply and then find there are too many or not enough hours for the person.</p> <p><b>Level 2: [4-6 marks]</b><br/>The advert has some positives - it clearly shows what position is available – cinema assistants. The advert also shows how they should apply, and who to so the potential employees know what to do if they want to apply for the position. It is poor as it does not say how many hours are available and how much the person will get paid . As there is no specific information for potential employees, it is unlikely that the cinema will have suitable employees apply. It is likely that the cinema will get a huge influx of applications, however the quality of the applicants is likely to be limited.</p> <p><b>Level 3: [7-10 marks]</b><br/>The advert is very short and very limited in terms of content. The job position is clearly shown, however they ask for young and enthusiastic people. This would be seen as discriminatory as someone’s age does not affect how enthusiastic they are. The advert also does not state how many hours there are available –</p> |  |
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|  | <p>this means that people may not be able to understand if the job would suit them or not with their other commitments. From this the cinema is likely to obtain a large number of applicants who then withdraw from the process. “Great rates of pay’ again is not specific enough – one person’s great rate of pay could be very different to another. This will also probably bring in a large number of applicants – who maybe later withdraw. The use of CVs as an application document also limits the information the employer could receive from potential individuals. Overall the advert is not likely to bring in appropriate people for the job as it is too generic and lacks detail.</p>  |  |
| <p><b>2(c)</b><br/>Assess the benefits and drawbacks to Festival Cinema of asking applicants to submit an application form rather than a CV.</p> <p>8 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> <p><b>Level 1: [1-4 marks]</b><br/>Candidate identifies/describes the features of CVs and application forms. Information may be in the form of a list. Candidate includes an assessment of benefits and drawbacks of each. The assessment in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 2: [5-8 marks]</b><br/>Candidate shows a clear understanding of the question and includes detailed assessment of the benefits and drawbacks of CVs and application forms. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b></p> |  |

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|  | <p>CV</p> <ul style="list-style-type: none"> <li>• Summary document</li> <li>• Common well understood format</li> <li>• Easy to extract information from</li> <li>• Very factual</li> <li>• No opportunity to tailor it to the role</li> <li>• Unable to assess literacy skills</li> <li>• Potential employee can't sell themselves</li> </ul> <p>Application Form</p> <ul style="list-style-type: none"> <li>• Summary document</li> <li>• Easy to extract information from</li> <li>• Opportunity to tailor it to the role/organisation</li> <li>• Potential employee can sell themselves</li> </ul> <p><b><u>Exemplar Response</u></b></p> <p><b>Level 1: [1-4 marks]</b><br/> A CV is a summary of your academic and work history, formatted by the individual, An application form is a form one fills in when applying for a job, format provided by the organization offering the job. Asking applicants to complete an application form all applicants can still give standard information in the normal way, without the additional documentation of a CV, reducing the amount of paperwork; this reduces the burden of processing.</p> <p><b>Level 2: [5-8 marks]</b><br/> A CV allows an individual to present a summary of themselves, ensuring they place emphasis on the most important aspects of their career history, whereas using an application form limits the individual to the section pre set by the organization and can ask more relevant questions. The standardized format of a CV, so it's easier for employers to scan the information and make comparisons, they get all the info you need to know in order to schedule an interview, schooling to see if they have the degrees you want, plus work experience to see if you have the experience</p> |  |
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|   | <p>they want. The inclusion of all information on one form makes the sorting and short listing of candidates easier, and the form can be seen as a starting point for the interview process. The format of the form allows the individuals to present their case, but in such a way as the organization can gain relevant information which will help in short listing. Disadvantages can include the lack of space applicants may not be able to write as much information as they want to.</p> |  |
| <p>2(d)<br/>What is meant by the term 'short listing'?</p> <p>2 marks<br/>[1*2]</p> | <p>Points marking</p> <p>Short listing is the process of reducing the applicant list to the best candidates prior to the interview process (1). This includes the matching of the candidate to the job description criteria and the person specification to ensure the best candidates are interviewed (1).</p>  |  |

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| <p><b>3(a)</b><br/>Discuss the limitations of using group interviews as part of the recruitment and selection process.</p> <p>10 marks<br/>Levels</p> | <p><b>Levels of response marking</b></p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> <p><b>Level 1: [1-3 marks]</b><br/>Candidate identifies/describes the features of group interviews. Information may be in the form of a list. There is little or no attempt to discuss the limitations of group interviews. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [4-6 marks]</b><br/>Candidate discusses a number of limitations of group interviews. Candidates will show an understanding of the question and include explanations of the limitations to Festival Cinema of using group interviews. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate shows a clear understanding of the question and includes detailed identification and explanation of the limitations to Festival Cinema of using group interviews as part of the recruitment and selection process. Candidate effectively discusses the features of group interviews. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b></p> <p><b>Group Interview</b></p> <ul style="list-style-type: none"> <li>• Unable to measure individuals ability to do the job</li> <li>• Individual may not conduct themselves to the best of their ability.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• May be reacting in unnatural way due to group situation</li> <li>• Some people will feel intimidated and not contribute</li> </ul> <p><b><u>Exemplar Responses</u></b></p> <p><b>Level 1: [1-3 marks]</b><br/> All candidates will be "interviewed" in a group. All the candidates/job seekers will be in the same room during the interview. The group interview will show Leadership qualities and how people react. Stress and how they cope with it. Communication with possible team mates. Some people will feel intimidated and not contribute</p> <p><b>Level 2: [4-6 marks]</b><br/> It will allow the organisation to see how the candidate will face the public and customers, what level of knowledge candidates have, how knowledge is used in a discussion. The group interview allows them to reduce the candidate pool further by deselecting unsuitable candidates in bulk. It's less time intensive than interviewing each candidate individually. During the group interview exercise, the interviewers often walk around the room observing behaviour and listening to conversations. Occasionally they will ask questions and take notes and even throw in a one liner or two to stimulate debate or create argument, they can see both individual performance group dynamics. However not everyone reacts well in the group situation.</p> <p><b>Level 3: [7-10 marks]</b><br/> Group Selection enables a number of people from the organisation to observe a number of job candidates, as they go through a series of specially designed activities. The group interview allows them to reduce the candidate pool further by deselecting unsuitable candidates in bulk. It's less time intensive than interviewing each candidate individually. Group Selection also offers the recruiting organisation an excellent opportunity to present the company and the job in a very professional way, thus appealing to and attracting the best candidates. Also, the</p> |  |
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|  | <p>unsuccessful candidates leave the process with a very positive impression of the organisation and the experience as a whole. Group Selection also enables the best people to show themselves to be the best ability. One-to-one interviews tend to favour the professional interviewee types, who present very well, but who might then fail to deliver.</p>  |  |
| <p><b>3(b)</b><br/>Advise her of the appropriateness of using these tests in recruiting cinema assistants.</p> <p>8 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> <p><b>Level 1: [1-4 marks]</b><br/>The candidate identifies/describes the features of psychometric and aptitude tests. Information may be in the form of a list. Candidates will include explanations of the appropriateness of these tests when recruiting for cinema assistants. The discussion in the most part is accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 2: [5-8 marks]</b><br/>Candidate shows a clear understanding of the question and includes detailed explanation the features of psychometric and aptitude tests. Candidate effectively discusses the appropriateness of using these tests when recruiting a cinema assistant. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> |  |

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| <p><b>4(a)</b><br/>Discuss the extent to which Amina's management style may be contributing to these problems at Festival Cinema.</p> <p>10 marks<br/>Levels</p> | <p><b>Levels of response marking</b></p> <p><b>0 marks</b><br/>No response or no response worthy of credit</p> <p><b>Level 1: [1-3 marks]</b><br/>Candidate identifies/describes one or more types of management style. Information may be in the form of a list. There is little or no attempt to discuss the way in which Amina's management style may be contributing to the problems at Festival Cinema. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [4-6 marks]</b><br/>Candidate discusses Amina's management style. Candidates will show an understanding of the question and include an explanation of extent to which Amina's management style may be contributing to the problems at Festival Cinema. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate shows a clear understanding of the question and includes a detailed explanation of the impact of management style on the running of Festival Cinema. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b></p> <ul style="list-style-type: none"> <li>• Autocratic</li> <li>• Democratic</li> <li>• Laissez Faire</li> </ul> |  |
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|  | <p><b><u>Exemplar Responses</u></b></p> <p><b>Level 1: [1-3 marks]</b><br/>Amina's management style is democratic. This means that she seeks out and asks people for their views about changes and decisions that are happening within the cinema. A democratic leader generally has a considered approach, however due to the time it takes to make decisions Amina may be seen as someone who is not strong, and does not like to make decisions and therefore taken advantage of by the staff with the increasing levels of absenteeism and failure to follow set procedures. Amina's management style cannot be fully to blame for all of the issue, other factors such as wages, job satisfaction and pay will also affect how people work.</p> <p><b>Level 2: [4-6 marks]</b><br/>Amina's style as a democratic leader has brought about a level of affection within the cinema staff, however the downside of this democratic approach has resulted in Amina looking as if she is lacking in authority as she is less like to make an immediate decision without consultation. This would not be the case for an autocratic manager who would make the decision and then implement the decision without discussing it with other people. Autocratic managers can look very strong and decisive as they tend to make all decisions themselves, they may not be liked but decisions are made and therefore staff are more likely to do jobs correctly as they may 'fear' the boss. This is not the case for Amina, who is seen as accommodating, this may be due to the fact that Amina is one of the team, and spent a larger amount of her working life there – she will find it difficult to have the authority to discipline people when failing to meet the working procedures. However repetitive jobs and low levels of pay are probable equally important in causing high levels of absenteeism and sickness levels as staff will have little commitment to the business.</p> |  |
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|   | <p><b>Level 3: [7-10 marks]</b><br/> A democratic approach to management is one in which the views and opinions are sought out by Amina. In doing so it will take considerably more time to come to a decision, and therefore Amina could be seen as someone who has difficulty in making an implementing decisions, this leads to the staff taking advantage of her and hence the levels of absenteeism etc. However as Amina has worked up from her position as a part time member of staff to the manage will know many of the staff very well, it could be said that this relationship is the root of the problems Amina is facing. As she is one of the team, and spent a larger amount of her working life there – she will find it difficult to have the authority to discipline people when failing to meet the working procedures. Although Amina may be seen as weak, there are other issues that may contribute to the cinemas operations. The people employed at the cinema will be doing repetitive and mundane jobs, so may take time off due to the lack of job satisfaction. These positions are also likely to be at the lower level of the pay scale, with some potentially on minimum wage. Again this may contribute to increased absenteeism, as people who are paid little, may have little or no commitment to the organisation – so are willing to take time off whenever the choose.</p> |  |
| <p><b>(4b)</b><br/> Assess how a 360 degree appraisal could be used to make Amina more aware of the appropriateness of her management style.</p> <p>8 marks<br/> Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/> No response or no response worthy of credit.</p> <p><b>Level 1: [1-4 marks]</b><br/> Candidate identifies/describes some features, limitations and benefits of a 360-degree appraisal. Candidate makes some attempt to assess how it could be used to make Amina more aware of the appropriateness of her management style.</p> <p><b>Level 2: [5-8 marks]</b></p>   |  |

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|  | <p>Candidate identifies a range of features of a 360-degree appraisal showing a detailed understanding of its limitations and benefits. Candidate is able to effectively assess how a 360-degree appraisal could be used to make Amina more aware of the appropriateness of her management style, drawing appropriate conclusions. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b><br/> Feedback from :</p> <ul style="list-style-type: none"> <li>• subordinates</li> <li>• peers</li> <li>• managers</li> <li>• self-assessment</li> <li>• external sources</li> </ul> <p><b><u>Exemplar Responses</u></b></p> <p><b>Level 1: [1-4 marks]</b><br/> Appraisal occurs where the performance of an individual is measured against a set of criteria. A 360 degree appraisal includes feedback from subordinates, peers, and managers in the organizational hierarchy, as well as self-assessment, and in some cases external sources such as customers and suppliers or other interested stakeholders. Through the use of 360 degree appraisal Nicola will get a broader perspective of how they are perceived by others than previously possible, which should lead to and increased self awareness.</p> <p><b>Level 2: [5-8 marks]</b></p> <p>A 360 degree appraisal includes feedback from subordinates, peers, and managers in the organizational hierarchy, as well as self-assessment, and in some cases external sources such as</p> |  |
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|  | <p>customers and suppliers or other interested stakeholders It should raise the self-awareness of Nicola and how her management style personally impacts upon others — positively and negatively, which she can then address. Through the use of 360 degree appraisal Nicola will get a broader perspective of how they are perceived by others than previously possible, which should lead to and increased awareness of and relevance of competencies. A 360 degree appraisal also allows more open feedback — new insights, however the downside is that Nicola may not be able to cope with the feedback given, and may demotivate Nicola and affect her confidence, however if the feedback is good this could happen the opposite way with a boost in morale. 360 appraisal gives Nicola a more rounded view of performance than they had previously, which would allow key development areas for the individual, a department and the organization as a whole.</p> |  |
| <p><b>4(c)*</b><br/>Discuss <b>two</b> motivational techniques which would be likely to improve motivation of staff at Festival Cinema.</p> <p>12 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> <p><b>Level 1: [1-4 marks]</b><br/>Candidate identifies/describes two techniques Festival Cinema could use to motivate its staff. Information may be in the form of a list. There is little or no attempt to draw valid conclusions. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>Level 2: [5-8 marks]</b><br/>Candidate describes two techniques Festival Cinema could use to motivate its staff. Candidates will show an understanding of the question and include discussion of two appropriate motivational techniques with some success. The drawing of valid conclusions in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with</p>   | <p><b>This is the question assessing QWC</b></p> |

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|  | <p>some use of specialist vocabulary. Candidate has limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that do not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3: [9-12 marks]</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of two appropriate motivational techniques. Candidate effectively discusses the techniques and the ways in which they would be likely to improve the motivation of staff at Festival Cinema. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of the concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material is clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way that directly answers the question. There will be few, if any errors of grammar, punctuation and spelling.</p> <p><b><u>Indicative Content</u></b></p> <ul style="list-style-type: none"> <li>• management style</li> <li>• financial and non financial awards</li> <li>• job enlargement, job rotation, job enrichment</li> <li>• teamwork, multi- skilling, quality circles,</li> <li>• empowerment</li> <li>• management by objectives</li> <li>• appraisal</li> </ul> <p><b><u>Exemplar Responses</u></b></p> <p><b>Level 1: [1-4 marks]</b><br/>Motivation is what gives and individual an incentive for action.</p> |  |
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|  | <p>Individuals are not the same, therefore it is unlikely that any two people could have be motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually. Staff need to feel that what he is doing is worthwhile. Remuneration, paying people more if they achieve specific targets etc is likely to motivate staff; often the people working in places such as cinemas are younger people, who in the main would be motivated by money.</p> <p><b>Level 2: [5-8 marks]</b><br/> For all staff job enlargement would be good as it ensures that employees do more things, and this may reduce boredom for employees. The down side may be they then may become more bored with lots of elements of the job rather than just one, however it would make them more multi skilled which is beneficial to the organisation. The use of teamwork would also help within the cinema – it would create good communication, and foster good relationships.</p> <p><b>Level 3: [9-12 marks]</b><br/> Money could be used as a key motivator as most individuals can be driven by this, however the organisation must consider the cost / benefit of this as it may prevent money being used in other areas of the organisation. Job enlargement, allowing staff to do more tasks, rather than specialising in one area, this may reduce the overall boredom factor, whilst providing multi skilled individuals who may improve the service on offer to customers. The down side maybe they may become more bored with lots of elements of the job rather than just one, however it would make them more multi skilled which is beneficial to the organisation. However, they must consider if staff would take on these extra tasks without additional pay – as this may be demotivational for them and cause conflict in the organisation.</p> |  |
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| <p><b>5</b><br/>Discuss how its location may affect human resource planning at Festival Cinema.</p> <p>10 marks<br/>Levels</p> | <p>Levels of response marking</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> <p><b>Level 1: [1-3 marks]</b><br/>Candidate identifies/describes how location may affect HR planning at Festival Cinema. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [4-6 marks]</b><br/>Candidate discusses a number of ways in which location affects HR planning. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 3: [7-10 marks]</b><br/>Candidate will show a clear understanding of the question and include detailed explanation of the way in which location will affect HR planning. Candidate effectively discusses the effects of location on Festival Cinema's HR planning. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b><u>Indicative Content</u></b></p> <ul style="list-style-type: none"> <li>• Small town location</li> <li>• Shortages and surpluses of skills</li> <li>• Competition for job seekers</li> </ul> <p><b><u>Exemplar Responses</u></b></p> |  |
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|  | <p><b>Level 1: [1-3 marks]</b><br/>Location affects the supply and demand for labour both nationally and locally. The location of the organisation and its relative closeness to places of habitation will directly affect the number of people available to take up positions. If the facility is very rural, it is likely they will struggle to get employees as it is more difficult to get to.</p> <p><b>Level 2: [4-6 marks]</b><br/>The centre is located in a small town in the north west of England. Being in a small town it means there may be limited staff available locally, who have limited experience, which may affect the smooth running of the organisation. This may lead to the centre having to reconsider the packages offered to staff in relation to wages to encourage people to work there. The location also means that staff has limited experience and this may mean that they will have to look at training for staff, this may affect the finances of the organisation, with training and wages costing more – meaning costs may have to be cut or prices increased – which in turn may affect customer numbers.</p> <p><b>Level 3: [7-10 marks]</b><br/>The centre is located in a small town in the north west of England. Being in a small town it means there may be limited staff available locally, who have limited experience, which may affect the smooth running of the organisation. This may lead to the centre having to reconsider the packages offered to staff in relation to wages to encourage people to work there. The cinema may find they have to compete with other employers for the best staff, if employment levels are high, high salary and benefit packages may have to be offered to ensure staff join them. This would impact onto the organisation, if they are using money in recruitment packages it may mean that it cannot be used elsewhere, so they have to look at it terms of cost versus benefit.</p> |  |
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