



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS09 Working in the People Business

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Set and published by the Assessment and Qualifications Alliance.

General Guidance for Assistant Examiners of AS and A Level Leisure Studies

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are ‘levels’ marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to the assessment objectives for GCE Leisure Studies. They are intended to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has achieved. It is anticipated that candidates’ performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 Basic:

- Brief statements/partial definitions
- Limited reference to case studies
- Simple description
- Limited knowledge
- Generalised approach
- Non-specialist use of language
- Basic or implicit evaluation
- Written expression adequate to convey meaning

Level 2 Clear:

- Clear statements/full definitions
- Clear description
- Beginning to show understanding
- Clear use of one or more case studies
- Some application of knowledge and understanding
- Attempt at analysis
- Some specialist vocabulary
- Some clear evaluation of theme
- Coherent expression, so that meaning is clear

Level 3 Detailed:

- Detailed description
- Detailed application of knowledge and understanding
- Links to theory present
- Detailed use of one or more case studies
- Detail in organisation of response
- Suitable specialist vocabulary
- Greater explicit and reasoned evaluation – strengths and reliability recognised
- Suitable expression to organise and interpret information

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

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be ‘just’ (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. ‘NAQ’ – not answering question).
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.
- Examiners **must** make it clear that they have looked at all pages in an answer booklet. Every page that has been written on by a candidate should have some mark on it: if there are no other annotations on the page the examiner should put his/her initials in the bottom outside corner. There are a number of acceptable ways of marking the blank pages: crossing through each blank page in red is the most thorough.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>Point mark 1 mark for each direct benefit to work of organisation</p> <p><i>Answers could be any from:</i></p> <ul style="list-style-type: none"> • Employee aware from the start of organisation's expectations. • Ensures employees have the information and contact points to carry out the various functions within a role. • Helps make good working relationships with colleagues quickly. • Explain essential administration procedures, like signing in, sickness procedure. • Learns the organisation's policies, health and safety, importance of customer service, needed from the start. • Make them aware of the support available to do their job well. 	2	AO4
1(b)	<p>Level One List Basic description of advs / disadvantages of on-the-job training without any assessment or with simple explanation.</p> <p>Level Two <i>The company saves money not having to pay to send them on a course which are often expensive</i> Develops assessment of advantages/disadvantages. Well balanced weighing up at the top of level, perhaps coming to a conclusion. Top L2 <i>Weighing up While it is cheap because the company do not have to pay to send them on an expensive course, it would be worthwhile as they will be trained by a specialist trainer</i></p> <p><i>Possible advantages</i> Being taught by someone you know, in a familiar environment and with familiar equipment In-house training is cheaper or even free Trainee is doing productive work while they train. Can gradually give the trainee more and more responsibility. Helps integrate the trainee with the existing staff. Managers can assess improvement made by trainee and adapt training plan.</p> <p><i>Disadvantages:</i> Work colleagues are not necessarily capable teachers. They may pass on bad habits or wrong information. They may not have sufficient time to do the training while working or their own job suffers. Shadowing can become very dull.</p> <p>Employee not introduced to ideas in operation outside of this organisation</p>	1 - 4 5 - 8	AO4
	Total of question 1	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(a)</p>	<p>Point mark</p> <p>Candidate shows difference between part-time and temporary (1) Why a retail assistant would be employed part-time (1) <i>(weekends/hours/days/ shifts/disability)</i> Why a retail assistant would be temporary (1) <i>(seasonal)</i> or one additional valid reason that would apply to both (1).</p>	<p>3</p>	<p>AO2</p>
<p>2(b)</p>	<p>Level One Describes. List of reasons without development. General or vague reasons.</p> <p>Level Two Explains key benefits (as below) Explains clearly how the hierarchical structure is helpful.</p> <p><i>Possible answer</i> Orderly framework arranges the work functions methodically and defines procedures.</p> <p>Defines relationships between different members of staff :</p> <ul style="list-style-type: none"> • Lines of accountability and responsibility - <i>each individual should be accountable to only one superior.</i> • Channels of communication - <i>the shorter the line of communication, the better the flow of information.</i> • Extent of authority and control shown - <i>the 'span' of control will be limited by the number of people, activities and areas that can be efficiently supervised.</i> <p>Staffs working in the same division are grouped together and their work is planned as one. Avoids duplication and confusion.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p>Level One Gives ways a team might help the work, but unexplained <i>e.g. it improves productivity or increases motivation</i> Limited explanation of one or two examples of the benefits of team work</p> <p>Level Two Explains clearly two ways that teamwork helps the organisation or Illustrates benefits with case study from a valid leisure organisation</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • More support for each other and better resolution of problems and conflicts • Shares different expertise for the benefit of all • Increases loyalty and commitment e.g. less time taken off work, sense of purpose • Increased chance of incentives like bonus affecting everyone • Can achieve more work by specialising and defining roles • All work towards the same definite objective • More innovation - likely that ideas and suggestions will be heard 	<p>1 – 3</p> <p>4 – 6</p>	AO1
	Total of question 2	17	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>3</p>	<p>Point mark 1 for simple points or +1 if well-developed, up to 4. Unspecified skills, training, qualifications, experience are together worth 1</p> <p><i>Possible answers from:</i></p> <ul style="list-style-type: none"> • Introduction to basic skills required at all workplaces. • Employment will develop self-esteem and confidence. • Receive pay and NI contributions. • Training will improve specific skills and give experience of • Gain entry level' qualifications such as National Governing Bodies of Sport Level One Coaching Certificate, or other awards. • References 	<p>4</p>	<p>AO2</p>
	<p>Total of question 3</p>	<p>4</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Level One Gives examples of a strategy like scenarios, role-play, put candidate at ease Refers to only one or 2 relevant ideas</p> <p>Level Two Describes a number of ways that the interview panel can work well. Link explaining how the action and preparation of the panel helps identify the candidate who meets the person specification</p> <p>Level Three Fuller discussion of how preparation and panel action will help. Some idea of significant and less significant ways the panel can behave.</p> <p><i>Possible answers</i> Members with different qualifications and backgrounds Members of the panel properly prepared. Questions composed which relate to person spec and job description. Allocation who will ask questions. More than one person listening out for key responses. Standardised questions - the same to each candidate Gives a score for answers - know previously what good and bad answers are. Strategies to put candidates at ease. and allow them to show their best. Behavioural questions - tell me about a project you have worked on or how did your contribution help. Ask for specific examples of past experience. related to a particular job. Situational /hypothetical questions - what would you do if a critical job incident occurred? relate to a particular work setting. Universals - apply to all jobs - like what makes you interested at work - Don't stereotype candidates and prefer candidates like themselves. Don't make decisions before the interview takes place. Don't make intuitive decisions not based upon objective evidence. etc</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 9</p>	<p>AO3 AO4</p>
	Total of question 5	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Level One List or shortcomings of advert, with limited explanation of why ineffective. <i>e.g. one mention of why</i></p> <p>Level Two Reasons why shortcomings make it ineffective ("<i>... so that ...</i>") Greater coverage of ineffective features and improvement</p> <p>Level Three Clear links to the advert attracting good candidates to apply for the job. Detailed significant reasons for ineffectiveness and improvement.</p> <p><i>Possible answer</i> Outline of organisation – necessary so candidate knows about the business if it is not well-known. No corporate identity or logo – Applicant will not recognise company (familiarity adds appeal for the applicant). Job description and duties vague – Job title given but essential to know if the candidate wants job and can do it. Location of job – candidate needs to know if he can get to work. Pay – must know whether it is sufficient money/benefits to apply for. Closing date – so applicant meets the deadline for applications. Contact details / how to get further details – otherwise candidate cannot get information needed for application. Equal opportunities statement – not clear to encourage people in all sectors of society to apply. Ethical and the organisation might miss good candidates. Design – all comments on font, colour, and attractiveness will be worth no more than other individual reasons above.</p>	<p>1 - 3</p> <p>4 - 8</p> <p>9 - 10</p>	<p>AO2 AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>6 (b)</p>	<p>Point mark 1 mark for where placed; Allow <i>local or national newspaper, named magazine, internally ; a named website</i> (e.g. <i>the company's website, fish4jobs.com</i>) NOT on the internet</p> <p>2 marks for reasons (or -ve reason)</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> • In a national newspaper as manager role. • Leisure trade journals like Leisure Management, Horizons. • In a magazine like The Great Outdoors or Climber. • Likely to also be in a local newspaper in the Neverwich area. • Internally – in the Activity Centre itself, so that employees who have the advantage of knowing the job will apply and not feel they have not been overlooked for promotion. Might promote it to others they know. • On an internet website like www.leisureopportunities.co.uk 	<p>1 + 2</p>	<p>AO2 AO3</p>
	<p>Total of question 6</p>	<p>13</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>How a range of equal opportunities legislation gives protection to different job applicants</p> <p>Level One Basic understanding of general principles of equality Mention names of legislation Mention of types supported e.g. disabled, ethnic minority, gender, age</p> <p>Level Two How legislation protects/supports <i>Cannot refuse someone a job based on the fact they are older than another applicant ; or because a woman might become pregnant</i> <i>or</i> Link to protecting/supporting applicants in recruitment and selection <i>Not asking for a photo; able to inspect interview notes afterwards; keeping names of applicants on CV concealed ; can be prosecuted and fined if found to have discriminated</i> Brief comment evaluating how much legislation helps</p> <p>Level Three Evaluates how much the legislation protects/supports <i>This is good because. This provides important / significant help This provides lots of support This is much better than things used to be</i> Well-linked to recruitment and selection</p> <p><i>Possible answer</i> May show how the Sex Discrimination Act (1975) and Race Relations Act outlaw direct and indirect discrimination and victimisation (being singled out for unfair treatment after exercising your rights). Exceptions are allowed only if there is a "genuine occupational qualification" The Rehabilitation of Offenders Act and Disability Discrimination, Equal Pay Act and age discrimination legislation are likely to be explained, too.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO4</p>
	Total of question 7	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>8</p>	<p>Point Mark</p> <p><i>Possible answer</i></p> <p>'redundant' = your job ceases to exist and the employer does not take on another employee to fill your post.</p> <p>You must have been employed in a company for more than two years, you are then entitled to Redundancy Pay. People aged under 18 and over 65 are now entitled to redundancy pay.</p> <p>Companies should have a policy on who will be made redundant, what are the criteria for selecting people for redundancy, and whether employees can be moved to other posts.</p> <p>Some possible factors are :</p> <ul style="list-style-type: none"> • whether people have skills and qualities • performance at work as recorded in appraisals • punctuality, reliability, conduct etc • first in / last out. etc. <p>Age is no longer a factor affecting who is made redundant.</p> <p>However, the amount of redundancy pay <i>is</i> affected by age in addition to salary and length of employment</p>	<p>6</p>	<p>AO2</p>
	<p>Total of question 8</p>	<p>6</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
9	<p>Level One Lists / describes aspects of the job (1-3)</p> <p>Level Two Explains negative and positive aspects of the job.</p> <p>Level Three Good balance between negative and positive aspects weighing up whether it can be recommended. Judges the relative importance or significance of aspects of job (8-9)</p> <p>Clarity or Quality of writing / Relevance to the leisure industry / Conclusion will move answers up the level</p> <p><i>Possible answers</i> The advice should be based on evidence rather than assertion. Advice should be measured: neither too negative, since these jobs clearly appeal to some people and the young person is interested in leisure. Nor too positive because there are downsides to any job.</p> <p><i>Answers may refer to negatives such as :</i> Very long hours Evening hours are unsocial etc</p> <p><i>Positives :</i> A growing industry Plenty of vacancies Opportunities for promotion etc</p> <p><i>Progression</i> might be shown by scope for promotion, acquiring skills that are transferable.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 9</p>	<p>AO3 AO4</p>
	Total of question 9	9	