

# Mark Scheme (Results) January 2008

GCE

## GCE Leisure Studies(6970) Paper 1



### Unit 5: Employment in Leisure (6970)

Question Number	Example answers	Mark
1 (a) (i)	<p>1 mark for each correct idea up to a maximum of 3.</p> <p>NB Do not credit reasons why organisations may use training schemes/apprenticeships or why people may want to follow them.</p> <ul style="list-style-type: none"><li>• You join a company without the necessary skills (1)</li><li>• The organisation provides the opportunities for training for you (1)</li><li>• The training may be part of the job or be carried out externally while you work there (1)</li><li>• Credit an example with one mark (1).</li></ul>	(3)

Question Number	Example answers	Mark
1(a) (ii)	<p>Point mark explanations. The top mark can be achieved through 3x2 mark explanations, 2x3 point one or a combination.</p> <p>For 6 marks to be awarded one explanation must be directly linked to the scenario and they must have considered both LBLC and the apprentices.</p> <ul style="list-style-type: none"> <li>• LBLC will know what skills you need for the job (1)</li> <li>• You will gain skills specific to that job (1)</li> <li>• It is more interesting learning as you do the job than in a classroom (1)</li> <li>• They are doing a job and can get a qualification(1)</li> <li>• They are getting paid whilst learning (1)</li> <li>• They are learning the exact skill for the job (1)</li> <li>• The employer will pay for them to go on courses whilst they are also being paid (1).</li> </ul> <p>Don't accept 'can train staff up' without some indication that it might be for specialist role/skills etc.</p> <ul style="list-style-type: none"> <li>• LBLC will be able to control what skills they gain as they will decide the training. This may produce a more effective workforce (2)</li> <li>• Some young people may be better motivated to learn as they are using skills they learn immediately and can take vocational courses while they are earning money. As LBLC is expanding so they may see possible promotion if they develop their skills (3)</li> <li>• LBLC may benefit because they will have some say in what they learn, making them a more efficient workforce. LBLC know what skills employees will need to help them expand their range of activities so can ensure their workforce is skilled in the right areas (3).</li> </ul> <p>NB Be careful not to credit possible straight lifts from 1(a)(i). The most likely ones to be aware of are 'it's good because you get training on the job' and 'the organisation provides the opportunities for training for you'.</p>	(6)

Question Number	Example answers	Mark
1 (b)	<p>Point mark with generally 2 marks for each explanation, although well developed explanation and/or good application can take an explanation to 3 or even 4 marks.</p> <p>The question is asking for explanation so do not accept more than two separate ideas to make up a candidate's maximum score.</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 and it may give you an idea whether you want to do it as a job (2).</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 (3)</li> <li>• As LBLC has summer courses so students may want to volunteer for them. They may want to work in the leisure industry and think this will help as employers may think that doing this shows some commitment to the industry (4).</li> </ul> <p>Accept ideas related to social conscience - doing their bit for society - although these are likely to be rather limited in development.</p> <p>Accept doing it for Duke of Edinburgh award etc.</p>	(4)

Question Number	Example answers	Mark
2 (a) (i)	<p>1 mark for each correct statement.</p> <p>These can be the actual terms as shown or descriptions/examples of them, but do not double credit them if they put both.</p> <ul style="list-style-type: none"> <li>• It shows what the ideal person for the job will have (1)</li> <li>• Qualities (1)</li> <li>• Qualifications (1)</li> <li>• Experience/it says what sort of jobs they should already have done (1)</li> <li>• Personality/it says whether an outgoing personality is needed (1)</li> <li>• Or any other realistic response.</li> </ul>	(3)

Question Number	Example answers	
2 (a) (ii)	<p><b>Level 1</b> - The job description lets potential applicants know what they will be doing (1). The person specification means that interviewers know what they are looking for (1).</p> <p><b>Level 2</b> - Applicants can see the person specification and have an idea whether they are suitable to do the job. This means that applicants who are not suitable would not apply. LBLC would have fewer, but better quality applications, which would shorten the time spent on the recruitment process and save money (3). The job description will show prospective candidates what they will be doing so they won't waste time applying and then decide it's not what they wanted to do. The person spec can be used to set the interview questions as it outlines what sort of person is needed so the interviewers should be trying to find out whether they have got that sort of person (4).</p>	
Level	Mark	Descriptor
Level 1	1-2 marks	Simple statements indicating where/how either or both are used.
Level 2	3-4 marks	<p>Clear explanation as to how LBLC may use them in the recruitment process. There should be indication of why they are used in the places outlined. To obtain the top of the level both must be dealt with, although not necessarily equally well.</p> <p>NB The emphasis is on the <i>how</i> not the <i>why</i>.</p>

Question Number		Example answers
2 (b)		<p><b>Level 1 -</b> The website is not given (1) There is no address for LBLC (1) The closing date is too soon (1).</p> <p><b>Level 2 -</b> It has a large number of basic errors like spelling on the logo does not match the name so it will probably not get quality candidates as they would be put off by this (4). As the website address is not given so people won't be able to apply for the post. The address of the centre is not there so people will have to look it up. If people do not know where it is they will not know whether they would want the job as it could be too far away. (5) Closing date is too soon after the advert appears so some people won't get a chance to apply. LBLC may lose some good candidates this way. Posts like this are normally only in local newspapers as people probably wouldn't move areas for a job on this scale as the pay is not very good. (6)</p> <p><b>Level 3 -</b> As there is no address or website people will not be able to apply. They will have to phone LBLC to find this out - this will create work for them. It would not be appropriate to put it in national newspapers, as people will not travel far for a receptionist post at £6.30 ph. There is only 1 week between the advert appearing and the closing date. This does not give candidates much time to see it and prepare their CVs - if they are on holiday they wouldn't know about it! The number of mistakes means that a poor impression is given so people are less likely to apply to an employer like this. (8)</p> <p>NB Positive comments are acceptable although there should be at least minimal reasoning even at L1 rather than just a list of what is there. Being positive alone is unlikely to get beyond the lower end of L2.</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic statements made with no/minimal evaluation. Probably will consist of a list of what is wrong or missing. Credit this to a maximum of 3 marks.
Level 2	4-6 marks	Some evaluation of how the errors affect LBLC and/or the candidates. There should be simple links to how the errors will affect either the applicants or how it will reduce effectiveness for LBLC. The evaluation may well be in fairly general terms still and the top of the level could be achieved by a couple of succinct points.
Level 3	7-8 marks	Detailed evaluation of the advert's effectiveness, probably linking the stimulus information with the advert and/or providing an overview of why it would be ineffective. Problems will be clearly explained.

Question Number		Example answers
2(c)		<p><b>Level 1 -</b> It is cheap once set up (1) Applicants can apply for all types of jobs (1) Information will be in a set format (1).</p> <p><b>Level 2 -</b> As the information will all be in the same format so it will be easy to compare between candidates. This will make the selection process more efficient (4). They have a large number of different jobs being advertised at LBLC. Candidates could apply for all these using the same online form even though they are different. This will be relatively cheap once it is set up. The forms can be sorted electronically so saving time there (5).</p> <p>Information about the jobs can be online with the application forms. This means that everyone can see what is required without having to send for it and is more likely to encourage the right people to apply. It means they don't have to waste money sending the forms out. Although there are a large number of different jobs, they could all use the same form online. These would have a set format for comparison and could be electronically sorted (6).</p> <p>Accept analysis of the use of the internet for advertising the post as the question could be also be interpreted in this way. Candidates are likely just to outline basic advantages and disadvantages of this and are unlikely to get beyond the lower end of L2 with comments on this alone.</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Benefits are suggested but with only simple analysis as to how they are beneficial. They will probably be generic. Reference to LBLC may be in name only.
Level 2	4-6 marks	<p>Sound analysis of the benefits to LBLC. These will be reasoned and for the top of the level will be linked to specific benefits for LBLC, most probably the fact that they have a number of different vacancies covering a variety of posts.</p> <p>NB Credit responses that link it to the idea of being like an application form.</p>

Question Number	Example answers	Mark
2 (d)	<p>1 mark for each correct idea up to a maximum of 7 marks.</p> <p>No detail is needed.</p> <p>NB Ensure that they are pre-interview tasks and not ones that would be carried out during the interview.</p> <ul style="list-style-type: none"> <li>• Inform the candidate of the time/place/directions etc (1)</li> <li>• Choose the interview panel (1)</li> <li>• Decide format of the interview (1)</li> <li>• Book a room (1)</li> <li>• Inform other staff/reception that interviews are taking place (1)</li> <li>• Produce a schedule for the day (1)</li> <li>• Arrange furniture in interview room (1)</li> <li>• Re-read application forms/get documentation together (1)</li> <li>• Select criteria for marking candidates (1)</li> <li>• Decide on questions/activities (1)</li> <li>• Or any other realistic response (1).</li> </ul>	(7)

Question Number		Example answers
2 (e)		<p><b>Level 1 -</b> So they know what hours they will do (1) So employers and employees show what they've agreed to do (1) It's the law (1).</p> <p><b>Level 2 -</b> This will mean employees have it written down so they know when they have to work. This will reduce the chance of arguments between them and LBLC over what they are meant to do (4).</p> <p>As the employee has signed to agree what he/she is going to do then LBLC will be able to take action like a disciplinary if the work is not done. Employees will know his/her rights and so will get holidays and holiday pay as it is all in writing and is legally binding (5).</p> <p>A leisure centre such as LBLC will have employees on different types of contracts. Some may only be part-time, coming in when they are busy or for specific activities. They would need to issue contracts so they could check they are doing the right hours. Employees need to know their rights as well and this will form the legal basis for argument should there be a dispute over whether they have been paid enough or got the correct holidays (6).</p>
Level	Mark	Descriptor
Level 1	1-3 marks	Basic statements probably stating little more than what might be found in the contract. Explanation will only be implicit or rather weak. Will probably be a series of unconnected statements or vague generalisations.
Level 2	4-6 marks	Sound explanation will be given. This may fully justify why certain items are included and/or give an overall view of why a contract is needed.

Question Number	Example answers	Mark
3 (a) (i)	<p>1 mark for identification/description of each problem.</p> <p>Accept ‘they are breaking the Equal Pay Act/Race relations Act/Working Time Regulations’ as the identification of the problem.</p> <p>Up to 2 marks for explanation of each problem. For the second explanatory mark to be given there must be some link to the situation at LCBC and not just a description of what they must not (or must) do.</p> <p>For the second section do accept two relevant specific parts of the WTR quoted if it is evident that they are addressing the given situation. The most likely are that children cannot be employed after 7pm and they can only be employed for 2 hours on a Sunday. The implied application here is enough.</p> <ul style="list-style-type: none"> <li>• LBLC is not paying Rachel and Tariq the same (1). It says that they are both doing the same job as gym assistants and the Equal Pay Act states that if they are doing the same job then they must be paid the same (2)(NB Could use the Race Relations Act in the same way for this one, but do not double mark)</li> <li>• They are not following the Equal Pay Act (1). If people are doing the same job then they must be paid at the same rate (1)</li> <li>• They are not following the Equal Pay Act (1). Although Tariq is doing the same job role as Rachel he is getting paid less and this is wrong (2)</li> <li>• LBLC is using children outside the hours and times that it is allowed (1)</li> <li>• There are limits on when children can work in the evenings as they are under 15 and during the weekend they can’t work for so long especially on Sundays (2)</li> <li>• They cannot work up to 9pm on weekdays or work all day on Sunday (1)</li> <li>• They can only work until 7pm on weekdays so it is wrong for them to be working until 9pm (2)</li> </ul> <p>NB Accuracy of naming acts. They need to be close with the key words (the first two) correct or very close.</p> <p>So: Equal Pay Rights is OK but Racial Discrimination Act is not.</p> <p>For second one, accept ‘employment of children’ or ‘children’s employment’ as this is the term used in the spec.</p> <p>Do not accept Child Protection Act.</p>	(6)

Question Number	Example answers
3 (a) (ii)	<p><b>Key ideas for applied links between LBLC and the importance of complying with employment legislation.</b></p> <p>Staff like Tariq if treated unfairly will be demotivated.  Lack of attention to children's hours may bring poor reputation for working conditions/sanctions from HSE/reaction from customers if it prevents them from being effective workers.  LBLC is a public financed organisation and if they don't keep to legislation they may lose their funding.  A poor staff treatment reputation will make employing staff even more difficult as they are expanding.</p> <p><b>Level 1 -</b>  If they don't they could get sued/taken to court (1)  They will get a bad reputation (1)  They may not appoint the best staff (1).</p> <p><b>Level 2 -</b>  They will get taken to court and sued which will give them a bad reputation. Staff may become demotivated by this and may leave/won't work as efficiently/will lack motivation. This will mean that LBLC will not be able to operate effectively as people won't do their jobs properly (4).</p> <p>NB This is likely to be a standard type of response. It is very generic and does not really analyse but merely states a sequence of events and will often develop further unrealistically. It may just get to L2 but no more if ideas such as 'fairness' are not there.</p> <p>If staff are being treated unfairly like Tariq then they will start legal proceedings against LBLC. This may lead to an industrial tribunal and they could be liable to pay compensation to him. Other staff may be demotivated if staff are not being treated fairly and laws are being broken (5)</p> <p>If LBLC gets a reputation for treating staff unfairly in this way then people will not want to work for them. Their vacancies may not be filled or they may miss out on the best candidates. This may mean they are unable to offer some of the classes they want to or expand their services as they want to and may lose funding if this happens. They may be taken to court by Tariq or prosecuted for allowing the children to work too many hours which will also lower their reputation/lose them money (6).</p>

		<p><b>Level 3 -</b>  LBLC may suffer a series of problems. Staff that are being unfairly treated like Tariq will go to an industrial tribunal to sort the problems out. This will mean LBLC paying compensation. As it is in the process of recruiting large number of staff so this may get harder as, although the advert says it is an equal opportunities employer, it is not. People will be less likely to apply so they and current staff may become demotivated if other staff are having problems with LBLC. If they follow legislation they are more likely to get a good reputation as an employer and be more likely to appoint the best candidates for the job. As they are not complying with health and safety legislation in employing children correctly then they may get increased inspections by the HSC and even closed down (8).</p>
Level	Mark	Descriptor
Level 1	1-3	Basic analysis statements probably stating what might happen if they do not comply with legislation. There is unlikely to be any real development or linkage of ideas.
Level 2	4-6	Sound analysis of its importance. There should be explained links to the possible effects of complying/not complying at this level. Responses may well still be largely generic.
Level 3	7-8	Detailed analysis closely linked to the situation at LBLC. There should be direct analysis of at least one aspect of LBLC given in the text, either in this or earlier questions.

Question Number	Example answers	Mark
3 (b) (i)	<p>1 mark for each correct idea up to a maximum of 3.</p> <ul style="list-style-type: none"> <li>• They are rest periods that workers are entitled to within their working hours (1)</li> <li>• They are determined by the organisation (1)</li> <li>• There are special rules for young people (1)</li> <li>• There can be exceptions/flexibility in them (1)</li> </ul> <p>Or any other realistic response. Credit a correct example with 1 mark</p> <p>eg</p> <ul style="list-style-type: none"> <li>• Worker is entitled to a break of 20 minutes if working for 6+ hours (1).</li> </ul>	(3)
3 (b) (ii)	<p>Point mark with a balance of up to 4+2 each way for description and explanation.</p> <p>Probable stages are: Gather information Meeting with Len Verbal warning Written warning Fire him.</p> <p>For meeting and verbal warning to be both credited it must be evident that they are not done at the same time. Without any relevant linking material (see second example below, which does have it) a limit of 2 marks for just identifying stages, as the question is 'describe'.</p> <p>His line manager could talk to him about it (1). He could be given a verbal warning about his absence. If it doesn't improve then he might be given a written warning (2). Len's line manager may have a meeting with him (1) to explain the problem and to establish the facts (1). As it has been going on for a time a verbal warning may be given (1) as his lateness and absences are unacceptable. This could explain to him why it is important (1).</p> <p>In any disciplinary procedure the facts must be established so his line manager would have to involve HR and Len in doing this (1). They would then have a meeting to put the problem to Len (1). If it is a new problem he might just get an informal warning (1) so he has a chance to mend his ways and become a useful member of staff (1). If it continues he may have to have a formal oral and then written warning (1) so there is evidence if he is eventually dismissed as he may take them to an industrial tribunal (1)</p> <p>NB It must be a disciplinary procedure so do not accept appraisal responses.</p>	(6)

Question Number		Example answers
3 (c) (i)		<p><b>Level 1 -</b> He could discuss any problems he had with work with someone (1). An appraisal could be used to set targets for him (1).</p> <p><b>Level 2 -</b> It would be useful because he may have a reason for being absent a great deal and this will give him a chance to discuss it with someone. If it is related to his work his line manager may be able to solve the problem easily (3), perhaps by introducing more flexible working for him if it is a problem from home. (This would take the previous answer to 4)</p> <p>It could be used to find out why he is always late or absent and solve the problem. He could discuss ways in which he could improve his work. He might say that he doesn't always know what he is meant to be doing and his line manager is the person who can ensure that in future he does (4).</p>
Level	Mark	Descriptor
Level 1	1-2 marks	Simple explanation of the use of appraisals. These may well only state what the appraisal will contain. It is likely to be largely/completely theoretical.
Level 2	3-4 marks	Sound explanation of use of appraisals with some specific reference to Len.

Question Number	Example answers
3 (c) (ii)	<p><b>Key ideas for applied links between motivating Len and the use of remuneration.</b></p> <p>Remuneration could be linked to measurable targets like how often he is late.            LBLC is in the public sector so they may not have more money to offer him.            Other staff may consider it unfair if he is on an incentive scheme for having worked badly.            If he doesn't need the money it may not work - he knows that he cannot be replaced easily so is unlikely to be sacked.</p> <p><b>Level 1 -</b>            They could set him targets with a bonus if he achieves them (1)            Len might need an incentive to help him get to work on time (1)            A council might not have the money to motivate him this way (1).</p> <p><b>Level 2 -</b>            It could be a good way as he might be someone who responds to extrinsic motivation as he will see a point in arriving on time/not being absent (4).            They could set targets for him to achieve that could involve both the quality of his work, which is poor, and his absences and lateness. This will be good for him as he can't complain he doesn't know what to do if the targets are well set. If he achieves the targets he would get a bonus so this might make him do it (5).            The problem is other people might want to have incentives for their work and LBLC might not be able to afford it. They would be unhappy that he is rewarded for what he should be doing anyway. Although it may encourage him at first the effects of remuneration for motivation are not usually long lasting. It might be more effective to send him on training courses to improve his work, which is poor, so increasing his self-esteem instead (6).</p> <p><b>Level 3 -</b>            Although the thought of extra money for achieving targets for absence/lateness might be good to start with, this type of motivation doesn't last long. He will probably go back to his old ways. He might keep wanting more to achieve his targets and other members of staff might wonder why he is paid for this. As it is a public body it will not be able to afford to give them all incentives for this sort of thing (even if it could afford to do it for Len) so it is not a realistic way to motivate him. There are better ways for him, for example using appraisals to sort out his problems (7).</p>

Level	Mark	Descriptor
Level 1	1-3 marks	Simple analysis. Basic advantages/disadvantages of using remuneration are stated. Credit ideas of how it might be used at this level. If the response does not make it clear that the candidate may know what remuneration means, then credit generic comments, where appropriate, to a maximum of 2 marks.
Level 2	4-6 marks	Sound analysis of the possible benefits/disadvantages of using remuneration. Statements will be largely 'black and white' and will probably be fairly positive on its use. There should be some reference to the given scenario, which should be used in a solid L2 response. Credit logical alternative suggestions if they suggest that remuneration is not the correct way.
Level 3	7-8 marks	Detailed analysis that relates specifically to the given scenario. This will be through Len's or LBLC's characteristics. Expect both positive and negative comments at this level, with reasoning. Response may well be negative overall - credit logical alternatives.

Question Number	Example answers
3 (d)	<p><b>Key ideas for applied links between LBLC and staff motivation.</b></p> <p>References can be to any of the areas of poor performance/ conflict or even its rapid growth:            Len and the effect on work quality            Tariq/Rachel and the effects of discrimination            Rapid growth with many apprentices.</p> <p><b>Level 1 -</b>            Motivated staff will produce better work (1)            They are more likely to stay with the company (1)            LBLC is more likely to get more customers if staff are working well (1).</p> <p><b>Level 2 -</b>            If staff are well motivated they are less likely to leave, so reducing turnover. This will save LBLC money as they have to recruit and train less often (4).            If staff have targets to aim for they are likely to work harder than if they haven't so in the long run LBLC will make more money. Len is an example of this as he keeps being absent when he is demotivated. A growing company needs to have enthusiastic staff or new members won't be so inclined to join (5).            Good motivation means that the staff will want to work to the best of their ability and may encourage them to stay with LBLC despite the fact that, being a public organisation, their remuneration is not as good as it could be. They have had problems with staffing - some of the staff could have been upset if Len had been given extra remuneration to do his job properly, but if they are well motivated in their job they will probably just forget that and carry on working well (6).</p> <p><b>Level 3 -</b>            If the workforce is well motivated then they are likely to produce a better standard of work. In a leisure centre they will be dealing with customers face to face for much of the time and if they are not motivated customers will notice this and it might put them off. As they are a growing company they need to attract as many customers as possible. If the present staff are not motivated it will be harder to get the new staff to work well. Poorly motivated workers like Len produce less good work and if he gets away with it may affect others' work. LBLC has not been without its problems, like with Tariq and Rachel, so if they are well motivated it will help these to be overcome, as they will want the company to succeed (8).</p>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
Level 1	1-3 marks	Simple analysis of the importance of motivation. Benefits of motivation will probably be stated but with little/very vague explanation. The actual linkage between motivation and its possible results are tenuous or missing. Links to LBLC are likely to be very broad.
Level 2	4-6 marks	Sound analysis of importance of motivation with some specific reference to LBLC at the top of the level. Ideas of why it is importance will be developed. Links may be a little generic at the lower end but at the top there must be specific reference to characteristics of LBLC or one or more of the situations encountered within the stimulus material.
Level 3	7-8 marks	Detailed analysis closely linked to LBLC. Expect reference to more than one area of its operation as demonstrated in the stimulus material. Reasoning will be focused on why it is important to keep them motivated.
<b>Total marks for paper</b>		<b>90</b>