

# Mark Scheme (Results)

Summer 2014

GCE Leisure Studies (6967/01)  
Unit 2: Working Practices in Leisure

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Question Number	Answer	Mark
<b>1 (a)</b>	<p>Award 1 mark for each correct requirement up to a maximum of 4.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Staff will need CRB/DBS checks (1)</li> <li>• Correct ratio of staff to children (1)</li> <li>• Environment needs to be checked for safety (1)</li> <li>• Staff must be qualified /trained to work with children (1)</li> <li>• Staff have a duty of care to the children (1)</li> </ul> <p>Credit examples of measures that might ensure these are carried out to a maximum of 2.</p> <p>For example: as examples of 'safe environment'</p> <ul style="list-style-type: none"> <li>• They would have to check that the play equipment was safe (1)</li> <li>• They would have to check that children could not escape from the crèche (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>1 (b)</b>	<p>Award 1 mark for identifying a realistic measure and a further 2 marks for explanation of how/why each operates.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Signage (1) to inform their customers that there had been the thefts (1) so that they would take care to improve security themselves (1)</li> <li>• Provide secure lockers for valuable in the gym (1) which would potentially be in the sight of the owners all the time (1) and would be a deterrent to thieves as a result (1)</li> <li>• Issue/offer for sale heavyweight padlocks (1) that would be more difficult to open/force off (1)</li> <li>• Staff training(1) to ensure vigilance (1) and follow reporting procedures (1)</li> </ul> <p>Or any other realistic response. N.B Do not accept CCTV in the changing rooms.</p>	<b>(6)</b>

Question Number		Indicative Content
<b>1(c)</b> QWC (i)-(iii)		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Manager aware of some problems -employers must ensure protection from hazardous substances for their workforce/the public</li> <li>• Staff must pass on any information about hazardous materials – notices informing people of the danger should be placed around so they don't accidentally touch them.</li> <li>• Injury to children as a result of casual policy -any risks to staff/customers must be assessed carefully</li> <li>• Chemicals must be stored safely – kept where they could be a harm to the public and staff at the moment</li> <li>• Staff should follow correct procedures when dealing with them which would include correct storage and this would prevent damage such as to the carpets.</li> <li>• Controls in place should be monitored</li> <li>• Clear labelling of hazardous substances – unmarked chemicals have led to injury. COSHH would require them to be marked so reducing the possibility so staff more efficient with less time off or possible legal action and staff injured.</li> <li>• Additional cost due to repairing damages and potential legal claims and rising insurance premiums</li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	<p>Basic statements made with no/minimal explanation. Specific requirements for the act will be stated but not developed.</p> <p>The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.</p>
2	<b>4-6</b>	<p>Sound response with some explanation and application. Requirements of the act will be linked to the stimulus information and the benefits to the staff and/or the organisation</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>

3	7-8	<p>A focussed response with sustained explanations and effective application. There will be specific application of the act linked to both the stimulus information and its staff. Benefits to the organisation will be thoroughly explained</p> <p>The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>
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Question Number	Answer	Mark
1 (d)	<p>Award 1 mark for each correct descriptive point.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• They ensure that organisations are operating within health and safety legislation (1)</li> <li>• They have to power to enter premises at any time to inspect health and safety procedures (1)</li> <li>• They can inspect all types of leisure premises (1)</li> <li>• They can allow operations to continue or impose sanctions. Allow 1 mark also for an example of one possible sanction (1)</li> <li>• They can give advice on training needs for staff. (1)</li> <li>• They can provide advice for organisations planning special attractions (1)</li> <li>• They investigate where accidents have happened (1)</li> </ul>	(4)

Question Number	Answer	Mark
<b>1 (e)</b>	<p>Award up to 2 marks for each. This will probably be 1 mark for what the act requires and the second for how the organisation might achieve this, although may also be detailed outline of how this is achieved.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• They would have to ensure that data is kept secure (1) which could be done by having passwords protecting customer data (1)</li> <li>• They need to ensure that data is not kept longer than is necessary (1) so when customers leave they will have to delete their information from the records (1)</li> <li>• They can only use the data for its original purpose (1)so unless the customer has agreed to it they would not be able to send them marketing materials for example (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark																
1(f)	<p>Up to 3 marks for application stages. 1 mark each for</p> <ul style="list-style-type: none"> <li>• likelihood of risk</li> <li>• severity of risk</li> <li>• risk rating.</li> </ul> <p>As always, bear in mind that there should be a balance in their application of the problem. If they specify a severe risk then the likelihood of this occurring must be very low. Ensure that you check the scales that the candidate gives at the foot of the RA as they may not be logical!</p> <p>Up to 4 marks for measures to minimise risks. 1 mark for each measure up to a maximum of 4. e.g.</p> <ul style="list-style-type: none"> <li>• Employers should ensure staff have correct training to spot defective equipment</li> <li>• Maintenance procedures should be in place</li> <li>• Regular inspections of equipment</li> <li>• Broken equipment should be taken out of service and roped off to ensure it cannot be used accidentally</li> </ul> <p>Up to 3 marks for correct scales. Up to 2 marks each for scales of likelihood and severity. Awarded as follows:</p> <ul style="list-style-type: none"> <li>• 1 mark for 1/2 scales that are only partially complete</li> <li>• 2 marks where candidate has one scale that is fully correct, i.e. has numerical scale with sensible gradation of the scale shown or detailed scale in words only, and one that is partially correct.</li> <li>• 3 marks where both scales are fully correct</li> </ul> <p>N.B If there is one complete scale but no partial scale then award 1 mark only.</p> <ul style="list-style-type: none"> <li>• If they are in words only it is likely to be as follows (as this is the one in the textbook). Accept only the filled in boxes for the overall risk.</li> </ul> <table border="1" data-bbox="475 1653 1225 1906"> <tbody> <tr> <td></td> <td>Slightly harmful</td> <td>Harmful</td> <td>Extremely harmful</td> </tr> <tr> <td>Highly unlikely</td> <td>Trivial risk</td> <td>Tolerable risk</td> <td>Moderate risk</td> </tr> <tr> <td>Unlikely</td> <td>Tolerable risk</td> <td>Moderate risk</td> <td></td> </tr> <tr> <td>Likely</td> <td>Moderate</td> <td></td> <td></td> </tr> </tbody> </table> <p>Likely scales to be met accompanied by numbers (although acceptable without – but it is impossible to get the overall risk mark if these</p>		Slightly harmful	Harmful	Extremely harmful	Highly unlikely	Trivial risk	Tolerable risk	Moderate risk	Unlikely	Tolerable risk	Moderate risk		Likely	Moderate			(10)
	Slightly harmful	Harmful	Extremely harmful															
Highly unlikely	Trivial risk	Tolerable risk	Moderate risk															
Unlikely	Tolerable risk	Moderate risk																
Likely	Moderate																	

	<p>are presented without numbers): Unlikely – likely – highly likely Slightly harmful – harmful – harmful - very harmful Slight injury – first aid treatment – time off – hospitalised – death. DO NOT ACCEPT for 2 marks Unsevere/not severe – severe – very severe Any scale with never/no harm explicit or implicit</p>	
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**Total for Question 1 – 36 marks**

Question Number	Answer	Mark
<b>2(a)</b>	<p>Award 1 mark for each correct descriptive statement up to a maximum of 4.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Contact local IiP centre (1)</li> <li>• Complete an assessment application (1)</li> <li>• Undertake a review against the standard (1)</li> <li>• Make a commitment with all the staff to reach the standard (1)</li> <li>• Produce a plan to make the changes (1)</li> <li>• Implement appropriate staff training/development (1)</li> <li>• Evaluate what is being done to ensure their aims are being achieved (1)</li> <li>• They will be inspected by an assessor (1)</li> </ul>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p>Award 1 mark for identification of specific evidence and 1 mark for each correct explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Cleaning records (1) will show whether they have effective housekeeping procedures (1)</li> <li>• Maintenance records (1) will show whether they have an effective fault finding system (1)</li> <li>• Staff training records (1) will show if staff are appropriately trained (1)</li> <li>• Visual inspection of the centre (1) will show the quality of the facilities (1)</li> <li>• Interviewing staff (1)</li> </ul> <p>Or any other realistic response</p>	<b>(4)</b>

Question Number		Indicative Content
2 (c) QWC (i)-(iii)		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <p><u>Quest</u></p> <ul style="list-style-type: none"> <li>• Quest is highly customer focussed and feedback would be monitored. This should mean that areas of dissatisfaction are quickly identified so the staff and facility issues might be solved by this.</li> <li>• Records of staff training would show where staff needs occurred and they should know their roles and how to treat customers properly.</li> <li>• Facility management includes maintenance so that broken equipment is repaired in a timely manner. Quest ethos involves buying the best, so new equipment should last longer.</li> <li>• Cleaning/maintenance rotas should ensure that all areas are clean and operational.</li> <li>• The focus of Quest is the customer experience and this suits the aims of the new manager to address falling customer numbers.</li> </ul> <p><u>Investors in People</u></p> <ul style="list-style-type: none"> <li>• Training for staff would improve reception staff so they know what to do and are welcoming.</li> <li>• Better customer experience will come if all staff are well trained. This will deal with links to internal customers as well as they have to work with them.</li> <li>• Improved communication amongst staff should ensure problems are sorted out quickly.</li> <li>• Communication pathways should be clear so manager aims will be conveyed to staff in meaningful way, so more chance of them being met.</li> </ul> <p>N.B. Either choice is worthy of credit as above, although given the nature of some of the problems Quest is probably more appropriate. Both approaches can achieve maximum marks</p>
Level	Mark	Descriptor
1	1-3	Basic statements with no/minimal real justification. One of the quality system is chosen and broad statements indicate how it might improve the customer experience. Specific detail on the chosen system is unlikely to appear – in reality they could be talking about either.

		The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.
2	<b>4-6</b>	<p>Sound response with some justification and application. The response will show specific detail from the chosen system and there will be some linkage with the stimulus information to show how an improvement may come about. This may be broadly linked to the aim or one of the specific issues identified.</p> <p>There should be at least implicit indication as to why the chosen system is preferable at the top of the level.</p> <p>The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.</p>
3	<b>7-8</b>	<p>A focussed response with effective application and clear justification. Specific detail of the chosen system is used to show how the aim will be met through dealing with problems from the stimulus. Response will clearly indicate why the chosen scheme is the more appropriate</p> <p>The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.</p>

Question Number	Answer	Mark
2 (d)	<p data-bbox="459 271 1050 304">Award up to 3 marks for each problem.</p> <p data-bbox="459 338 660 371">For example:</p> <ul data-bbox="512 376 1209 1507" style="list-style-type: none"> <li data-bbox="512 376 1209 477">• Quality systems may well take a long time to implement (1) and in the mean time poor service may mean custom is lost (1)</li> <li data-bbox="512 481 1209 689">• Staff may have to change their working practices that they have become used to (1). This may cause resentment if they thought they were working well and hence reduce motivation (1) leading to a fall in productivity (1)</li> <li data-bbox="512 694 1209 902">• A quality system such is expensive to implement (1). The results are often not immediately visible and it will take a long time for it to be repaid (1). Customers might leave because of the problems before any changes are evident (1)</li> <li data-bbox="512 907 1209 1115">• Some systems have low tolerance of mistakes (1). This puts staff under more pressure and they may leave (1). This would mean they would have to spend money recruiting more staff/may be short staffed(1)</li> <li data-bbox="512 1120 1209 1294">• Staff will have to change their routine to fit the new system (1) They may feel that they are having to work harder for the same money (1) and this may affect their motivation and customer service (1)</li> <li data-bbox="512 1299 1209 1507">• Staff will need extra training for new procedures (1) which will also cost money if it has to be done externally.(1). This might take them away from their job roles for a time and customer service may suffer (1)</li> </ul>	(6)

Question Number	Answer	Mark
2(e)	<p>Award up to 2 marks for outline of each benefit.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Encourages children to join them rather than other clubs (1) as parents know they have set standards (1).</li> <li>• Because they benchmark against other clubs they should always demonstrate good practice (1) and standards will therefore be high and they should succeed in competition (1)</li> <li>• Clubs get additional funding if they have Clubmark status (1)</li> </ul> <p>Any other realistic response.</p>	(4)

**Total for Question 2 – 26 marks**

Question Number	Answer	Mark
<b>3 (a)</b>	<p>Award 1 mark for identification of a relevant document and one for further description or up to 2 marks for accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Invoice (1) is produced by an organisation to show the amount that is owed by a customer /It provides details of the goods/service that are being provided (1)</li> <li>• Credit note (1) is given to a customer when they return goods and states the amount that the buyer owes the seller (1)</li> <li>• Cheques (1)</li> <li>• BACS record (1)</li> </ul> <p>Accept any other realistic response. N.B. These can be electronic documents.</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>3 (b) (i)</b>	£90	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (b) (ii)</b>	<p><b><u>3 mark answer</u></b> £22707</p> <p><b><u>2 mark answer</u></b> 25230 (forgotten 10% saving) 16632 and 6075 seen One error in working shown but method correct</p> <p><b><u>1 mark answer</u></b> 18480 and 6750 seen 2 errors in working shown but method correct</p>	<b>(3)</b>

Question Number		Indicative Content
<b>3 (b) (iii)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• They have the money up front so are aware of incomings for the year.</li> <li>• Customers will have paid for a whole year whether they use it or not – many gym members use it only for the first few months but this then stop going, but they will still get the income</li> <li>• As they have paid for the whole year they may still come and therefore create secondary spend for the gym anyway</li> <li>• The club is planning changes and having the money in advance will assist financial planning – especially as they re not sure whether they can afford it.</li> <li>• Gym can plan for expenditure more easily</li> </ul>
Level	Mark	Descriptor
1	<b>1-2</b>	Simple statements of possible benefits.
2	<b>3-4</b>	Sound response with some analysis as to why stated benefits will be useful.
3	<b>5-6</b>	Focused responses with analysis giving clear reasons why it might be beneficial. Application to the stimulus material is shown.

Question Number	Answer	Mark
<b>3 (b) (iv)</b>	<p>Award 2 marks for an outline.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Number of members gained could be used.(1) This would be measured against the number that might usually join in a month /or against the overall membership numbers (1)</li> <li>• The income gained could be measured(1) against the cost of the advertising campaign to see if it was cost effective (1)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>3 (c)</b>	<p>Award 1 mark for each point that explains the advantages of cards and/or the disadvantages of cash.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Cash is more open to abuse by staff (1) and use for expensive items vastly increases the chances of this happening (1)</li><li>• Cash is far more complex to deal with (1) because it has to be counted/recorded and banked (1) which takes up staff time (1)</li><li>• Cards are more straightforward to process (1)</li><li>• Less cash is held within the organisation at any time (1) so reducing the potential loss from theft/the probability of theft occurring (1)</li></ul> <p>Do not accept straight opposites.</p>	<b>(4)</b>

Question Number		Indicative Content
<b>3 (d)</b>		<p><i>The candidates are not expected to deal with every possible point and may be rewarded well for a comparatively small number of points if these are developed and supported by relevant evidence. This list is not exhaustive.</i></p> <ul style="list-style-type: none"> <li>• Swipe cards benefit both customers and the organisation as it enables customers to enter and use facilities without the need for staff to check whether they are members.</li> <li>• This saves time for customers and releases staff for other duties.</li> <li>• They will cost money to introduce as the cards have to be paid for, as well as the equipment needed to pay for them This will mean that profits will fall in the short term, although in the long term the savings will outweigh these.</li> <li>• They mean that the organisation can monitor who is using which services. This helps them plan for the future as unused services could be replaced by extra ones of those that are used regularly.</li> <li>• Can be used for secondary spend, billing them monthly rather than individual purchases. This could mean less admin costs and members might be tempted to spend more this way.</li> </ul>
Level	Mark	Descriptor
1	1-3	Simple statements of possible advantages and/or disadvantages.
2	4-6	Sound analysis with some application or some analysis with sound application. Reasoning will be given and there will some link with the information in the stimulus. At the top of the level both advantages and disadvantages should be considered.
3	7-8	Focused responses with analysis of both advantages and disadvantages with specific reference to the stimulus information

**Total for Question3 - 28 marks**  
**Total for Paper – 90 marks**

