

# Mark Scheme (Results)

Summer 2016

GCE Leisure Studies (6970/01)  
Unit 5: Employment in Leisure

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Publications Code 6970\_01\_1606\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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Question Number	Answer	Mark
1 (a) (i)  AO1 Graduate	<p>Award up to 2 mark for a correct statement of what a job description is. For example:</p> <ul style="list-style-type: none"> <li>A job description is a document produced by an organisation that is recruiting (1) that tells the potential applicants what is involved in the job/the roles and responsibilities of the job (1)</li> </ul>	(2)

Question Number	Indicative Content	
1 (a) (ii)  AO2 Expert	<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>Job analysis determines what is involved in the job, the hours it needs, whether staff are needed and whether there is a need for the job in the first place.</li> <li>Need to determine whether there is a need for 4 others working in the department.</li> <li>It is a new post so they need to decide exactly what it entails. May need to study the existing manager's job to decide which bits can be transferred.</li> <li>If one person is retiring they will need to determine whether he needs to be replaced or not. It would cost CHC money to recruit someone and they may not really need them.</li> </ul>	
Level	Mark	Descriptor
1	1-2	Basic statements made with no/minimal explanation. Probably only generic material explaining what a job analysis is and/or why it is carried out
2	3-4	Sound response with some explanation with limited application or some application with limited explanation Characteristics of a job analysis will be linked to the stimulus.
3	5-6	A focussed response with sustained explanation and effective application. There will be specific application of the characteristics of a job analysis to the situation described in the stimulus

Question Number	Answer	Mark
<p><b>1 (b)</b></p> <p><b>AO4</b></p> <p><b>Expert</b></p>	<p>Award one mark for each correct suggestion and up to 2 marks for each justification.</p> <ul style="list-style-type: none"> <li>• Highly organised (1). The post has a number of important roles within CHC to deal with (1) and the successful applicant will have to be organised to ensure that they are all carried out to the highest possible level (1)</li> <li>• Good communicator (1) as the successful candidate has to deal with a variety of people in their job role (1). They are in charge of customer service so could not be expected to encourage this effectively without being able to communicate well when dealing with difficult customer issues (1)</li> <li>• Experience in the leisure industry (1). Many of the roles would benefit from having worked in the industry before as it is specialist (1) such as the demands of training of staff (1)</li> </ul> <p>Or any other realistic response</p>	<p><b>(6)</b></p>

Question Number	Answer	Mark
<p><b>1(c)</b></p> <p><b>AO1</b></p> <p><b>Expert</b></p>	<p>Award 1 mark for each point that describes the short-listing process. For example:</p> <ul style="list-style-type: none"> <li>• A marking system for the criteria will be devised (1). Each applicant will be marked against the essential criteria (1) as this will tell the organisation whether the candidate is likely to be able to carry out the job (1). The candidates with the highest marks will be short-listed for interview (1). If they are equal on the essential ones then they may use the desirable ones in the same way (1). The essential criteria are those that are deemed most desirable (1) as they are the most relevant to the post (1)</li> </ul>	<p><b>(4)</b></p>



Question Number	Indicative Content	
<p><b>1 (d) (ii)</b></p> <p><b>QWC (i)-(iii)</b></p> <p><b>AO4 Expert</b></p>	<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>To complete a paper based finance task involving cash flow and budgeting exercises</u></p> <ul style="list-style-type: none"> <li>• This is appropriate as the new assistant manager will have budget responsibilities. May show whether they have the ability.</li> <li>• May not be appropriate as it would be under pressure which would not always be the case in real life.</li> <li>• CV would have showed whether they had this ability or not so might be a waste of time</li> </ul> <p><u>To complete a management aptitude test</u></p> <ul style="list-style-type: none"> <li>• Would be appropriate as this is the role. Management experience elsewhere may or may not have been necessary for the applications. This gives all candidates equal footing to measure them.</li> <li>• These skills may well be generic so all they will then need to do is to apply them to the given roles.</li> </ul> <p><u>To give a presentation on a sport of their choice</u></p> <ul style="list-style-type: none"> <li>• May have little relevance as they are not involved in sporting areas.</li> <li>• Might show how confidently they can speak to a group of people which could be relevant for management roles.</li> </ul> <p><u>Overall</u></p> <ul style="list-style-type: none"> <li>• They are all individual tasks which would not show how they work with others.</li> <li>• They give a broad range of information about the candidates so they can balance positives and negatives and stand the best chance of getting the best candidate.</li> </ul>	
Level	Mark	Descriptor
1	1-3	<p>Basic statements with no/minimal real evaluation. Will mainly just be stating what each of the activities may show about the candidate.</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>

<b>2</b>	<b>4-6</b>	<p>Sound response with some evaluation and application. There will be clear evaluation with some application or some evaluation with clear application. The purpose of at least one task should be linked with some identified aspect of the job for application to be shown.</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>
<b>3</b>	<b>7-8</b>	<p>A focussed response with effective evaluation and clear application of two or more of the tasks. For top of the level there should be some overall view as to how this type of interview ensures that the best candidate is chosen.</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
<p><b>1(e)</b></p> <p><b>AO2</b></p> <p><b>Expert</b></p>	<p>Award up to 6 marks for depth and breadth of explanation. For example:</p> <ul style="list-style-type: none"> <li>• It may prevent them being taken to an industrial tribunal by one of the candidates (1). Some candidates could claim that they have been discriminated against (1) if there is no evidence to show that a fair process has taken place (1).</li> <li>• This could be discrimination as there are many different types of candidates (1)</li> <li>• There would be a better chance of recruiting the best candidate (1) If the Assistant Manager is not chosen on merit and the best candidate is not chosen, this could mean that customers are dissatisfied (1) and this could lead to loss of profits for the centre (1). Also may mean that staff under him or working with them become dissatisfied (1)</li> <li>• As some of the candidates are internal then if they feel it has not been fair (1) then they might be demotivated when they return to their job roles (1), or there may be tension between them if one of them gets the job (1).</li> </ul>	<p><b>(6)</b></p>

Question Number	Answer	Mark
<p><b>1(f)</b></p> <p><b>AO1</b></p> <p><b>Expert</b></p>	<p>Award up to 4 marks for depth and breadth of explanation. Maximum of 1 mark for simplistic statements that merely translate what is in a contract.</p> <ul style="list-style-type: none"> <li>• So they know what hours they will do (1)</li> <li>• So employers and employees show what they've agreed to do (1)</li> <li>• This will mean employees have it written down so they know when they have to work (1). This will reduce the chance of arguments between them and CHC over what they are meant to do (1)</li> <li>• As the employee has signed to agree what he/she is going to do (1) then CHC will be able to take action like a disciplinary if the work is not done (1). Employees will know his/her rights (1) and so will get holidays and holiday pay (1) as it is all in writing and is legally binding (1)</li> <li>• Employees need to know their rights as well (1) and this will form the legal basis for argument (1) should there be a dispute over whether they have been paid enough or got the correct holidays (1).</li> </ul>	<p><b>(4)</b></p>

Question Number	Answer	Mark
1(g)(i)  AO2 Expert	<p>Award up to 2 marks for each explanation. For example:</p> <ul style="list-style-type: none"> <li>• The Assistant Manager would need to meet other managerial employees to be able to communicate effectively with them in (1) and ensure that the organisation runs as smoothly as possible right from the start (1)</li> <li>• The new Assistant Manager would deal with customer complaints about treatments (1) so would need to understand how they operated (1)</li> </ul> <p>Or any other realistic response.</p>	(4)

Question Number	Answer	Mark
1(g)(ii)  AO2 Graduate	<p>Award 1 mark for each correct suggestion. For example:</p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Company ethos/aims</li> <li>• Job shadow</li> </ul>	(2)

**Total for Question = 47 marks**

Question Number	Indicative Content	
<b>2 (a)</b> <b>AO2</b> <b>Expert</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> <p>Work is usually regular so staff not required at short notice  Can train the part-timers so do a better job. They are always the same staff so it is worth it.  For some such as receptionists, much of the work will be dealing with customers at front of house so they need staff they know.  Staff working with finances will need to be reliable – they often have minimal time to check casual staff.  Continuity will be better for maintenance staff as they will get to know the property better.  May not always be the same demand – casual workers would give greater flexibility so may save money.  Casual workers would have less employment rights so would be cheaper to employ.</p>	
Level	Mark	Descriptor
Level 1	1-2	Simple statements that indicate how part-time staff may be used, probably focussing on the benefits.
Level 2	3-4	Sound analysis with some application or sound application with limited explanation. There is some linkage of characteristics of part-time staff to the type of work, with specific consideration of advantages and/or disadvantages.
Level 3	5-6	A focussed analysis that considers both advantages and disadvantages.

Question Number		Indicative Content
<b>2(b)</b> <b>AO3</b> <b>Expert</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> <p>Staff can work at times that most suit them to a large extent, meaning that they can plan it round other commitments such as looking after children. They can vary it from week to week. This should help keep a fresh and motivated workforce so they should work more efficiently Company always has enough staff to work when they are busiest but it is trying to help staff as much as possible increasing motivation and possibly making it easier to recruit and reducing absenteeism. Work is not of the type that means staff have to be there at a certain time to meet customers so they can afford to use this system. Should ensure that work is high quality as far as possible because staff are more relaxed and motivated.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	Simple statements about how flexible working operates with implicit benefits.
<b>2</b>	<b>3-4</b>	Sound response with some explanation and application. Responses may have either clear application and some explanation or some application and clear explanation. Benefits to the employees or the company should start to emerge linked to information about the roles given in the stimulus.
<b>3</b>	<b>5-6</b>	A focussed response with sustained explanation and effective application. There should be sustained use of the stimulus material with clear benefits to the company and the employees.

Question Number		Indicative Content
<b>2(c)</b> <b>AO3</b> <b>Expert</b> <b>QWC</b> <b>(i)-(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>• For maternity leave they will have to keep her job open so cannot appoint permanent replacement</li> <li>• Skilled employees are hard to recruit so business may run less efficiently in her absence. Very unlikely to get temporary person with the necessary skills</li> <li>• Already often too busy so may put too much pressure on other staff</li> <li>• Present staff highly committed – temp unlikely to offer that but they may see prospect of a long-term job or wants to return part-time</li> <li>• Much contact with customers who will not be happy to be served by someone without the knowledge. They will expect same service as in previous years.</li> <li>• May disturb the team ethic as new member may not get on with the rest of the team as well as Sara did.</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	Simple statements about possible effects, probably focussing on loss of staff member and uncertainty in a generic way.
<b>2</b>	<b>4-6</b>	Sound response with some analysis and application. Responses may have either clear application and some analysis or some application and clear analysis. Effects will be linked to the characteristics of the Beauty Salon and its employees in some way at least. Effects will start to have detail.
<b>3</b>	<b>7-8</b>	A focussed response with sustained analysis and effective application. Effects are clearly analysed with reference to specific information given in the stimulus.

Question Number	Indicative Content	
2(d)  AO4 Expert	<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>• It is a long way to travel – would cost a lot in travel which would not be worth it for a lower paid job.</li> <li>• Probably established in the area so would not want to move at this stage so would not want to take it.</li> <li>• Has worked with them for a long time so would get a relatively generous package if he was made redundant, so not beneficial to accept redeployment.</li> <li>• Nearing retirement age so may not want to work any more anyway so it would suit him.</li> <li>• Has been in the job all his life so may feel lost without it, hence wanting to continue even with the inconvenience.</li> </ul>	
Level	Mark	Descriptor
1	1-2	Basic statements with no/minimal analysis. Usually just simple statements about positive or negative aspects of the decision
2	3-4	Sound response with some analysis and application. There will be clear analysis with some application or some analysis with clear application.
3	5-6	A focussed response with effective analysis and clear application. Both advantages and disadvantages will be considered.

**Total for Question = 26 marks**

Question Number	Answer	Mark
<b>3(a) (i)</b>  <b>AO1 Graduate</b>	Award 1 mark for each descriptive comment related to performance related pay. For example: PRP is where employees are given targets to achieve (1) and the pay they receive is linked to those targets (1). They may get a basic salary anyway (1) but the extra will depend on whether they meet those targets or not (1)	<b>(3)</b>

Question Number	Indicative Content	
<b>3 (a) (ii)</b>  <b>AO4 Expert</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>• Centre is new so all staff need more job specific training, Arguments may be lessened if all have the same approach.</li> <li>• Team bonding days may help them to work together</li> <li>• All staff should be trained on the new equipment to make the best use of it</li> <li>• New staff joining old ones – may be problems which this could solve</li> <li>• If old staff work better this will encourage the new staff anyway</li> <li>• May show the new staff what the job is really like, not just one without a future</li> <li>• But may be costly in terms of time and money</li> </ul>	
Level	Mark	Descriptor
<b>1</b>	<b>1-3</b>	Basic responses that are mainly theoretical/descriptive. Will consist mainly of outlining generic benefits of staff training and development
<b>2</b>	<b>4-6</b>	Responses with some evaluation/application. Responses may have either clear application and some evaluation or some application and clear analysis. Use of staff development and training will be applied to at least one specific characteristic of the situation , indicating how it might motivate them.
<b>3</b>	<b>7-8</b>	Focused responses with sustained evaluation and application. Use of this technique will be clearly linked to a number of aspects in the stimulus, indicating how it might/might not be useful.

Question Number	Indicative Content	
<b>3 (b)</b>  <b>AO4 Expert</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>• He has good qualifications so should be looking to move up the managerial ladder</li> <li>• Quick to learn so would be able to do other tasks – but those at the same level may not give him any other satisfaction</li> <li>• Enables him to see other areas of the business as he may wish to specialise elsewhere or to get a better overview if he wants to go into management</li> <li>• May motivate on the short term only</li> <li>• CHC should look to a long term solution and perhaps offer training</li> <li>• Overall this is potentially a good short-term method but not necessarily a good long-term method for this situation so reward those who see this clearly</li> </ul>	
Level	Mark	Descriptor
<b>1</b>	<b>1-2</b>	Basic responses that are mainly theoretical/descriptive. Will consist mainly of outlining generic benefits of job rotation
<b>2</b>	<b>3-4</b>	Responses with some evaluation/application. Responses may have either clear application and some evaluation or some application and clear analysis. Use of job rotation will be applied to at least one specific characteristic of the situation , indicating how it might/might not motivate him.
<b>3</b>	<b>5-6</b>	Focused responses with sustained evaluation and application. Use of this technique will be clearly linked to a number of aspects in the stimulus, indicating how it might/might not be useful. Expect a negative balance of opinion in the best responses

**Total for Question = 17 marks**  
**Total for paper = 90 marks**