

# Mark Scheme (Results)

## June 2010

GCE

GCE Leisure Studies (6967/01)

Unit 2: Working Practices in Leisure

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| Question | Example Answer  | Mark Allocation |
|----------|---|-----------------|
| 1(a)     | <p>Award one mark for identifying a realistic measure and a further 2 marks for explanation of how/why each operates.</p> <p>It would be an all ticket match (1). Tickets would need to be checked at the entrance (1). This would ensure that there could separate home and away fans to reduce the chance of them attacking each other (1)<br/> CCTV cameras (1) This would enable the police/stewards to watch all areas of the crowd from a central control (1) so if there was any trouble in the crowd extra stewards/police could get there quickly (1)</p> <p>Stewarding/extra police/more security<br/> Risk assessments<br/> Fire exits clear<br/> Barriers between spectators<br/> First aid facilities<br/> Evacuation procedures<br/> Alcohol restrictions<br/> N.B. Must be <i>in</i> the stadium</p> | (6)             |

| Question | Example Answer  | Mark Allocation |
|----------|---|-----------------|
| 1(b)     | <ul style="list-style-type: none"> <li>• Safety certificates needed for stands of more than 500 people (1)</li> <li>• They will need a fire certificate (1)</li> <li>• Fire risk assessments will have to be carried out (1) Allow one other detail that might be included in a fire risk assessment, e.g. adequate fire extinguishers</li> <li>• Keep records on safety (1)</li> <li>• Fire safety training for employees (1)</li> <li>• Keep means of escape clear from obstruction/must be clearly marked (1)</li> <li>• Fire alarms are checked regularly (1)</li> <li>• Have regular fire drills(1)</li> <li>• It is a criminal offence for failing to comply with this (1)</li> <li>• They must not exceed occupancy levels for each spectator area/set maximum occupancy numbers (1)</li> </ul> <p>Or any other realistic response</p> | (4)             |

| Question | Example Answer   | Mark Allocation |
|----------|--|-----------------|
| 1(c)     | <p data-bbox="408 293 1126 389">Award 1 mark for each organisation on each response. If they are incorrectly linked/neither is linked then max 2 marks.</p> <ul data-bbox="408 432 1134 1010" style="list-style-type: none"> <li data-bbox="408 432 1118 566">• The HSC helps organisations by promoting training for staff so that they are aware of procedures (1). The HSE can advise organisations on carrying out this training (1)</li> <li data-bbox="408 607 1118 770">• The HSC provides organisations with information and advisory service, particularly important when new legislation is being introduced (1). The HSE then make checks to ensure that organisations are following this legislation (1)</li> <li data-bbox="408 810 1134 875">• The HSC puts forward proposals for new regulations and approved codes of practice (1).</li> <li data-bbox="408 916 1126 1010">• HSE inspectors visit organisations to ensure that legislation is being followed/can apply sanctions to these organizations (1)</li> </ul> | (4)             |

| Question Number |           | Indicative Content  |
|-----------------|-----------|---|
| 1(d)            |           | <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>Fire alarm - evacuation procedures should be practised, so staff would know where to go. Regular checks should be made of the facility - so fire exits would not be blocked (could also be linked to correct storage of equipment ).</p> <p>Turnstiles jamming - maintenance processes should be carried out as per the schedule so this should prevent this. Lack of repair for next match - action should be taken on faults or repairs reported.</p> <p>Lack of staff knowledge - employers responsible for staff training being up to date. Organisation runs efficiently.</p> <p>Groundsman burning hands – staff should be trained to use equipment properly. Notices and signs about safety procedures could be linked to it. Therefore less accidents, less staff time lost</p> |
| Level           | Mark      | Descriptor  |
|                 | 0         | No rewardable material  |
| Level 1         | 1-3 marks | <p>Basic responses that are mainly theoretical/descriptive. Mostly will consist of generic repetition of the requirements of the act addressed and possibly placed alongside the information given but with perhaps limited reasoning/ application.</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>   |
| Level 2         | 4-6 marks | <p>Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. Much may focus on showing how each/some of the given situations would not have happened</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>  |
| Level 3         | 7-8 marks | <p>Focused responses with sustained analysis and application. The benefits should be more than just indicating that the given situations would not have happened.</p> <p>The candidate uses appropriate 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 | Example Answer   | Mark Allocation |
|----------|--|-----------------|
| 1(e)     | <p><b>Up to 4 marks for application stages</b></p> <p>1 mark each for:</p> <ul style="list-style-type: none"> <li>• who might be affected</li> <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><b>Up to 4 marks for measures to minimise risks</b></p> <p>1 mark for each measure to minimise risk up to a maximum of 4:</p> <ul style="list-style-type: none"> <li>• Correct staffing ratios</li> <li>• Restricted access</li> <li>• Signing in/out procedure</li> <li>• CRB checks on staff.</li> </ul> <p><b>Up to 4 marks for correct scales</b></p> <p>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 numerical scale given with some indication of what each end represents or basic scale in words only.</li> <li>• 2 marks for numerical scale with sensible gradation of the scale shown or detailed scale in words only.</li> <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> <p style="text-align: right;"><b>Question continued on next page.</b></p> |                 |

| Question        | Example Answer  | Mark Allocation |                   |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |
|-----------------|---|-----------------|-------------------|---------|-------------------|-----------------|--|----------------|---------------|----------|--|---------------|-------------|--------|--|--|--|------|
|                 | <table border="1" data-bbox="304 286 1134 499"> <tr> <td></td> <td>Slightly harmful</td> <td>Harmful</td> <td>Extremely harmful</td> </tr> <tr> <td>Highly unlikely</td> <td></td> <td>Tolerable risk</td> <td>Moderate risk</td> </tr> <tr> <td>Unlikely</td> <td></td> <td>Moderate risk</td> <td>Substantial</td> </tr> <tr> <td>Likely</td> <td></td> <td></td> <td></td> </tr> </table> <p data-bbox="304 533 1134 633">Likely scales to be met accompanied by numbers (although acceptable without - it is just impossible to get the overall risk mark if these are presented without numbers):</p> <p data-bbox="304 667 1134 813">Unlikely - likely - highly likely<br/>Slightly harmful - harmful - harmful - very harmful<br/>Slightly injury - first aid treatment - time off - hospitalised - death</p> <p data-bbox="304 846 1134 913">If likelihood scale has a mix of 'likely' and 'possible' terminology, max 1 mark.</p> <p data-bbox="304 947 1134 1077"><b>DO NOT ACCEPT</b><br/>'Impossible' or similar (never) as part of a scale<br/>'No harm' or similar as part of a scale<br/>Unsevere - severe - very severe</p> |                 | Slightly harmful  | Harmful | Extremely harmful | Highly unlikely |  | Tolerable risk | Moderate risk | Unlikely |  | Moderate risk | Substantial | Likely |  |  |  | (12) |
|                 | Slightly harmful  | Harmful         | Extremely harmful |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |
| Highly unlikely |   | Tolerable risk  | Moderate risk     |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |
| Unlikely        |   | Moderate risk   | Substantial       |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |
| Likely          |   |                 |                   |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |
|                 | Total for Question 1  | 34 marks        |                   |         |                   |                 |  |                |               |          |  |               |             |        |  |  |  |      |



| Question Number       |           | Indicative Content   |
|-----------------------|-----------|--|
| 2(a)<br>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>liP encourages regular meetings so staff knew the demands of their job better - this would improve efficiency/productivity</p> <p>liP would bring better understanding of aims and provide encourage better channels of communication - people would not be left unaware of their job roles/who to consult. So better efficiency, productivity.</p> <p>liP would encourage review meetings for staff to review training or other needs.</p> <p>Better training/regular meetings of supervisors would encourage best practice, so ensuring that positive feedback was given to staff when needed.</p> |
| Level                 | Mark      | Descriptor   |
|                       | 0         | No rewardable material   |
| Level 1               | 1-3 marks | <p>Basic responses that are mainly theoretical/descriptive. Real characteristics of liP may not be evident and the effects could be on any organisation. Possibly limited reasoning/application.</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>   |
| Level 2               | 4-6 marks | <p>Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. They link the requirements of the liP system to the comments mad in the stimulus</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>  |
| Level 3               | 7-8 marks | <p>Focused responses with sustained analysis and application. The effects of liP on the comments are seen as benefits in terms of the increased efficiency, productivity and co-ordination of staff.</p> <p>The candidate uses appropriate 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 | Example Answer   | Mark Allocation |
|----------|--|-----------------|
| 2(b)     | <p>For each explanation, reserve one mark for application to the given stimulus.</p> <p>Staff motivation is already poor and these systems have zero tolerance of mistakes (1). This puts staff under more pressure and they may leave (1). They may feel that they are having to work harder for the same money (1)</p> <p>liP is quite expensive to introduce (1) so as the club is already struggling financially it may choose not to (1) especially as the return on this system may not be felt for months or even years (1)</p> | (6)             |

| Question | Example Answer  | Mark Allocation |
|----------|---|-----------------|
| 2(c)     | <p>1 mark each for selection of Customer feedback forms and maintenance records.</p> <p>1 mark for each correct justification e.g.</p> <p>Quest is customer focussed so it would be important to find out what they think'</p> <p>Quest is concerned with the facility quality as well as staff so would look at maintenance records</p> <p>The main issue is 'justify why it would be useful for Quest but not liP' not just how Quest would use it.</p> | (4)             |

| Question                    | Example Answer   | Mark Allocation |
|-----------------------------|--|-----------------|
| 2(d)                        | <p>1 mark for each up to a maximum of 6</p> <ul style="list-style-type: none"> <li>• the organisation needs to apply for the award</li> <li>• self assessment means they compare themselves against the industry standard</li> <li>• they can draw up their plan of action to raise standards from this/ identify problems that need to be solved</li> <li>• they will be visited by a trained external assessor from the industry</li> <li>• the grading system means they have to get 60% to be registered (give 2 marks if the complete system is outlined correctly)</li> <li>• there may be a mystery visit for the Facility Management award</li> <li>• they will have assessments on a two-year cycle</li> <li>• maintenance visits are made to ensure they are keeping the standard.</li> </ul> <p>The last 2 points may be combined as 'further regular visits are made to ensure standards are being maintained' for 1 overall mark.</p> <p>Allow 1 mark for the type of evidence that the assessor may look at if it is linked to the assessor's visit.</p> | (6)             |
| <b>Total for Question 2</b> |  | <b>24 marks</b> |

| Question | Example Answer  | Mark Allocation |
|----------|---|-----------------|
| 3(a)     | <p>Assets are what the organisation owns (1).<br/>Example : stadium. Equipment etc (1)</p> <p>Liabilities are what a company owes (1)<br/>Example : loans from bank, money owed to creditors (1).</p> <p>Credit specific examples as well as generic.</p> | (4)             |

| Question | Example Answer                                | Mark Allocation |
|----------|---|-----------------|
| 3(b)(i)  | <p>Credit card £408<br/>Direct debit £450</p> | (2)             |

| Question | Example Answer   | Mark Allocation |
|----------|--|-----------------|
| 3(b)(ii) | <p>Credit card companies charge organisation commission for using the card (1). Barnston FC is passing this charge on to the supporter (1)</p> | (2)             |

| Question  | Example Answer   | Mark Allocation |
|-----------|--|-----------------|
| 3(b)(iii) | <p>It is getting the money up front. (1) They can use this to plan ahead as they know they have got it/can use the money straight away (1)</p> <p>They will be guaranteed to get all this money whatever happens (1). If the team plays badly then some may cancel their direct debit (1) and they will end up getting even less than the £400 (1)</p> <p>Can make payments now (1) to avoid paying interest on bank loans (1)</p> | (4)             |

| Question Number |           | Indicative Content   |
|-----------------|-----------|--|
| 3(c)(i)         |           | <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>Committee do not know whether they can afford it - study would look at financing details etc</p> <p>Study looks at potential revenue - possibility of future use by hockey/other clubs would increase revenue. Less postponed matches would also maintain cash-flow and/or decrease unnecessary costs.</p> |
| Level           | Mark      | Descriptor   |
|                 | 0         | No rewardable material   |
| Level 1         | 1-2 marks | Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/ application. Basic purposes of a feasibility study will probably be stated  |
| Level 2         | 3-4 marks | Responses with some evaluation/application. Responses may have either clear application and some evaluation or some application and clear evaluation. Responses will link the purpose of the study to the need to cost or consider future revenue with reference to the stimulus .   |
| Level 3         | 5-6 marks | Focused responses with evaluation and application. Both costs and revenue will be considered with some 'summing up' of its relative importance for this project.   |

| Question Number |           | Indicative Content  |
|-----------------|-----------|---|
| 3(c)(ii)        |           | <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>Plan is required to be accurate as the fixture list will be set and it will have to be ready for the start of the season<br/>Needs to ensure the parts of the project are done in the right order or they may have to store equipment they may not have room for this.</p> <p>Delays may cost them revenue if it is not ready for the start of the season.</p> |
| Level           | Mark      | Descriptor  |
|                 | 0         | No rewardable material  |
| Level 1         | 1-2 marks | Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/ application. Emphasis will probably be on the need for a plan as opposed to the need for an accurate one.  |
| Level 2         | 3-4 marks | Responses with some explanation. Reasoning will be given for the need for an accurate plan. Emphasis may still be on just a plan but there should be at least some reference to accuracy.   |
| Level 3         | 5-6 marks | Focused responses with explanation of need for accuracy clear and application to the specific project described in the stimulus   |

| Question Number                  |           | Indicative Content  |
|----------------------------------|-----------|---|
| 3(d)<br>AO3                      |           | <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>More supporters so need to produce more tickets - makes electronic system more economic.</p> <p>For cup matches tickets need to be produced at short notice - electronic system could do it faster than by traditional methods.</p> <p>Electronic system could be linked to website allowing them to advertise more effectively and get more use of hospitality suite.</p> <p>Fans might find it easier to book by website - has seating plans - as it is easier. So greater satisfaction</p> |
| Level                            | Mark      | Descriptor  |
|                                  | 0         | No rewardable material  |
| Level 1                          | 1-3 marks | Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/ application. Advantages of electronic systems will not be linked to the stimulus - will probably be generic list of the benefits.  |
| Level 2                          | 4-6 marks | Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. There will be clear linkage of at least one of the issues in the stimulus to an electronic system in an analytical way.   |
| Level 3                          | 7-8 marks | Focused responses with sustained analysis and application. At least two issues from the stimulus are analysed.  |
|                                  |           | <b>Total for Question 3</b>   |
|                                  |           | <b>32 marks</b>   |
| <b>TOTAL FOR PAPER: 90 MARKS</b> |           |   |

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