

Mark Scheme (Results)

Summer 2013

GCE Leisure Studies (6967)

Unit 2 Working Practices in Leisure

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Publications Code UA035387

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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.

Question Number	Answer	Mark
<b>1 (a)</b>	<p>Award 1 mark for each correct statement up to a maximum of 4. For example:</p> <ul style="list-style-type: none"> <li>• Maximum (of 48 hours) number of hours worked per week</li> <li>• No more than 8 hours per day on average</li> <li>• Rest breaks during the day/week</li> <li>• At least 11 consecutive hours in any 24 hour period/11 hours between shifts</li> <li>• At least 24 hours off in any 7-day period</li> <li>• Paid annual leave</li> <li>• Lower limits/longer breaks for younger workers</li> <li>• Workers can opt out of it</li> <li>• Health assessments for night workers</li> <li>• Keep records to show they are being complied with (for 2 years)</li> </ul> <p>Or any other realistic response</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>1 (b)</b>	<p>Award one mark for identifying a realistic measure and a further 2 marks for explanation of how/why each operates.</p> <ul style="list-style-type: none"> <li>• Regular staff training (1) to ensure that faults are seen before they get worse (1) and to ensure that safety regulations are upheld (1)</li> <li>• Maintenance procedures (1) will ensure that rides are inspected at regular intervals (1) which will identify any faults that might cause rides to malfunction and put customers at risk (1)</li> <li>• Safety measures on each ride (1). This may include height restrictions on dangerous rides (1) as safety harnesses may not work for small people (1)</li> </ul> <p>Or any other realistic response</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>1 (c)</b>	<p data-bbox="432 271 1230 409">Award 1 mark for correct identification (must be correct term or recognisable as such). Award 1 mark for generic description of the sanction and 1 mark for application to this situation.</p> <ul data-bbox="480 450 1230 1151" style="list-style-type: none"> <li data-bbox="480 450 1230 656">• Prohibition order (1).this is where an area of the facility is closed down temporarily whilst changes are made (1). This would be justified as continuing to work in these conditions could be detrimental to staff health if they get too cold (1)</li> <li data-bbox="480 663 1230 869">• Improvement order/warning (1) is where the HSE makes compulsory recommendations and gives a time limit in which these have to be carried out (1). This would be appropriate as some of the offences do not directly endanger staff health (1)</li> <li data-bbox="480 875 1230 1081">• Fine/prosecution (1) this is where the facility has to pay a large sum of money for breaching regulations (1). This would be appropriate as although they are not serious breaches of regulations, it would encourage then not to re-offend(1)</li> <li data-bbox="480 1088 1230 1151">• N.B. Do not accept closure as it is unrealistic in this situation and the question asks for that.</li> </ul>	<b>(6)</b>

Question Number		Indicative Content
<b>1(d)</b> <b>QWC (i)-(iii)</b>		<p>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.</p> <ul style="list-style-type: none"> <li>• Reference will be to either or both of: <ul style="list-style-type: none"> <li>• The Workplace regulations</li> <li>• Need for staff to have adequate space, but office is cramped</li> <li>• Need for workstations to be appropriately spaced etc, but it is cramped, possibly too close to the computers.</li> <li>• Requirement for heating, air-conditioning to be appropriate so old buildings, limited heating system may have to be changed.</li> <li>• Need adequate restroom</li> <li>• Fire exits must be clear so boxes should not be stacked near the door – could be HSE sanctions.</li> <li>• Display Screen regulations</li> <li>• As they are too close, likely that seats, distance to them etc are not good so could cause RSI.</li> <li>• Need regular breaks or eyes may be affected.</li> <li>• All these will require considerable expenditure and may need different premises as there is evidently little room where they are</li> </ul> </li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	<p>Basic statements made with no/minimal analysis. Specific requirements for the regulations will be stated but not developed. Regulations may not be named although some of their requirements will be implicit in suggestions for change. Generic benefits with no 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>
2	<b>4-6</b>	<p>Sound response with some analysis and justification. Requirements of the regulations will affect the park and will be explicit, with specific knowledge from at least one of them being offered as the basis for these suggestions.</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 sustained analysis and effective justification. There will be specific application of the regulations linked to the stimulus material. Responses will indicate specific changes/procedures that are needed and how these stem from the requirements of the regulations.</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>Up to 4 marks for application stages. 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>Up to 4 marks for measures to minimise risks. 1 mark for each measure up to a maximum of 4.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• stewarding of the queues</li> <li>• organised lines so it is not a 'free for all'.</li> <li>• not straight line queuing so people cannot push forward</li> <li>• signage asking customers to be patient</li> <li>• signage giving queue times so people can decide whether to queue or not</li> <li>• provide entertainment for people while they are in queues</li> </ul> <p>Up to 4 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 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. Accept only the filled in boxes for the overall risk.</li> </ul> <table border="1" data-bbox="445 1615 1179 1818"> <tr> <td></td> <td>Slightly harmful</td> <td>Harmful</td> <td>Extremely harmful</td> </tr> <tr> <td>Highly unlikely</td> <td></td> <td></td> <td></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> </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 are presented without numbers):</p>		Slightly harmful	Harmful	Extremely harmful	Highly unlikely				Unlikely	Tolerable risk	Moderate risk		Likely	Moderate			<p style="text-align: right;"><b>(12)</b></p>
	Slightly harmful	Harmful	Extremely harmful															
Highly unlikely																		
Unlikely	Tolerable risk	Moderate risk																
Likely	Moderate																	

	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	
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**Total for Question 1 – 36 marks**

Question Number	Answer	Mark
<b>2 (a)</b>	<p>Award up to 2 marks for each principle outlined according to depth. Full marks can be achieved with 2 outlined in depth or the original 4 in basic outline. For example:</p> <ul style="list-style-type: none"> <li>• Commitment is when the organisation is committed to supporting the development of the people /giving the staff more training to achieve business goals (1)</li> <li>• Planning shows how the training will be done /shows that the organisation has clear aims and objectives that are understood by everyone (1)</li> <li>• Action show the actions that will be taken to help them achieve their goals(1) and makes sure the managers have the knowledge and skills they need to develop their people (1)</li> <li>• Evaluation is checking that what was planned has been achieved (1) showing that the development of people has improved the performance of the organisation, teams or individuals (1)</li> </ul> <p>Award 1 mark for all 4 principles named.</p> <p>Also accept the 'plan, do review' principles outlined.</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2 (b)</b>	<p>Award 1 mark for each correct identification. For example:</p> <ul style="list-style-type: none"> <li>• Training records</li> <li>• Records of appraisals</li> <li>• Action plans</li> <li>• Reviews of action undertaken</li> <li>• Action plans/strategic plans/business goals</li> <li>• Staff meeting minutes</li> </ul>	<b>(2)</b>



Question Number		Indicative Content
<b>2 (c)</b> <b>QWC (i)-(iii)</b>		<p>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.</p> <ul style="list-style-type: none"> <li>• Training for staff would improve staff so they know what to do and are not rude.</li> <li>• Better customer experience will come if all staff are well trained. This will mean that even if things go wrong the customer can still expect a good experience from them</li> <li>• Improved training should mean that they make less mistakes so customers are less likely to become impatient.</li> <li>• Improved communication should mean that all staff should know new procedures/systems, not just those in the central office.</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> <li>• All these should be linked to benefits to customers and thus the park in terms of income, repeat visits, word of mouth recommendations etc</li> </ul>
Level	Mark	Descriptor
1	<b>1-3</b>	<p>Basic statements with no/minimal analysis. Specific detail on IiP system is unlikely to appear – in reality they could be talking about any quality system.</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 analysis and application. There will be clear analysis with some application or clear application with some analysis. It will be clear that the response is dealing with IiP and there will be linkage to the stimulus.</p> <p>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 analysis. Specific detail of IiP is clearly linked to the stimulus and analysed in terms of how its introduction will be of benefit to the park.</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
<b>2 (d)</b>	<p>Award one mark for each explanatory point up to a maximum of 3 for each.</p> <ul style="list-style-type: none"> <li>• Improved conditions for staff (1). Staff may consider they have to work harder under a new system (1) and this would show them that the management does not want this extra work for nothing (1)</li> <li>• Staff meeting to inform them of what it entails (1). Often staff may be concerned for their jobs/work style when a new system is introduced (1) and this would give management the chance to ensure staff are comfortable with it (1)</li> <li>• Development event (1) to ensure they have the skills to put the system into action (1). This could also be a bonding event (1) as staff are going to have to work well as a team to achieve (1)</li> </ul> <p>Or any other realistic response.</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>2 (e)</b>	<p>Award up to 2 marks for each standard outlined. For example:</p> <p>Customer insight (1) is identifying your customers and consulting with them in a meaningful way (1).</p> <p>Information and access (1) is making sure that a full range of information about what is provided is available to customers of the organisation (1).</p> <p>Delivery (1) is listening to customers to ensure a service that is appropriate to their needs/using feedback from customers to adjust how you provide service to customers (1)</p> <p>Timeliness/quality of service (1) reflects the ability to keep to agreed timescales/the ability to provide a quality of service along with timeliness of delivery (1)</p> <p>Culture of the organisation (1) shows a commitment to the customer focus throughout the staff (1)</p>	<b>(4)</b>

**Total for Question 2 – 24 marks**

Question Number	Answer	Mark
<b>3 (a)(i)</b>	2010 Capital £80 (000 000) 2012 Assets £200 (000 000)	<b>(2)</b>

Question Number	Answer	Mark
<b>3 (a)(ii)</b>	Award 1 mark or a correct example. For example: <ul style="list-style-type: none"> <li>• Buildings</li> <li>• Computers</li> <li>• Money in the bank</li> <li>• The rides</li> <li>• Administrative building</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (a)(iii)</b>	Award 1 mark for each explanatory point. For example: They took out more bank loans to pay for new equipment (1) as it shows that the assets increased in that time (1). Interest rates may have risen increasing the size of loans (1). They may owe their suppliers money for goods they have bought (1)	<b>(3)</b>

Question Number	Answer	Mark
<b>3 (a)(iv)</b>	Award 1 mark for each evaluative comment. For example: <ul style="list-style-type: none"> <li>• It got worse because their liabilities increased (1) by more than their assets (1).</li> <li>• It got worse because the amount of capital decreased (1)</li> </ul>	<b>(2)</b>

Question Number	Answer	Mark
<b>3 (b)</b>	Award up to 2 mark for each reason. For example: <ul style="list-style-type: none"> <li>• Need to keep business information confidential as they may contain important information about the company (1) which would help competitors if they got hold of it (1)</li> <li>• They need to keep personal information confidential as people would otherwise not trust them (1) and so would not use them to provide goods/services any more (1)</li> <li>• If they did not keep it confidential they would be breaking the DPA (1) and the company could be fined for this (1)</li> </ul> Or any other realistic response.	<b>(4)</b>

Question Number	Answer	Mark
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<b>3 (c)(i)</b>	<p>Award up to 3 marks for each explanatory point. For example:</p> <ul style="list-style-type: none"> <li>• The amount of stock held is carefully recorded (1). This means that if reorder levels are set correctly then they will not run out of stock (1) and customers will not be disappointed/they will not miss the chance of selling extra items because they didn't have them (1)</li> <li>• Just in time stock management ensures the optimum levels of stock to be held (1). This is efficient in terms of storage as they are wasting space storing extra stock that is not selling (1). This space could be used for something more productive for the organisation</li> <li>• The system will record sell by dates (1) so they will be ordered up from the stock room in the right order (1) so there is less chance of items going past their sell by date and the money invested in them being wasted (1)</li> </ul>	<b>(6)</b>
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<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>3 (c)(ii)</b>	<p>Award up to 2 marks for each problem outlined. For example:</p> <ul style="list-style-type: none"> <li>• Costs of training new staff (1) as they would have to learn new operating procedures (1)</li> <li>• Staff may make more mistakes initially as they are not familiar with it (1) and so customers are held up and don't return (1)</li> <li>• If staff are used to the old system there may be resistance to a new one (1)</li> </ul>	<b>(4)</b>

Question Number		Indicative Content
<b>3 (d)</b>		<p>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.</p> <ul style="list-style-type: none"> <li>• Filters on the system can give data for special mail outs directed at specific customers or about specific events</li> <li>• Create smart card season tickets – this would reduce queues as people go straight through.</li> <li>• Customer histories can be created and events/special offers marketed to them.</li> <li>• Customers can be segmented for mail shots – such as those without families in school time.</li> <li>• Can be linked to website for booking tickets so that entry is smoother. Families could sign up for the flexible entry system and special offers in the cafes etc sent to them to encourage use of these</li> <li>• Getting them used to the website would mean they are aware of different things going on there. On the other hand the use of a website might obviate the need for a membership system</li> </ul> <p>Link any of the above to increasing attendance and therefore profits.</p>
Level	Mark	Descriptor
1	<b>1-3</b>	Simple statements of benefits of a membership system probably not linked to the stimulus.
2	<b>4-6</b>	Sound evaluation with some application or some evaluation with sound application. Some development of ideas linked to the given stimulus. It should be clear how the characteristics of a membership system help to improve the park, with some evaluation as to its benefits.
3	<b>7-8</b>	Focused responses with evaluation as to its potential benefits. May be some consideration that it might not be the complete answer, although overall evaluation should indicate that it would be a positive step.

**Total for Question 3 – 30 marks**  
**Total for Paper – 90 marks**

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Order Code UA035387 Summer 2013

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