

Mark Scheme (Results) January 2011

GCE

GCE Leisure Studies (6967/01)

Unit 2: Working Practices in Leisure

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Assessment Objectives

There are four assessment objectives for GCE in Leisure Studies. They detail the knowledge, skills and understanding that the learner is required to demonstrate.

For this qualification, the assessment objective descriptions and the weightings for each assessment objective are given below.

AO1	Demonstration of knowledge, skills and understanding Candidates demonstrate knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.
AO2	Application of knowledge, skills and understanding Candidates apply knowledge, skills and understanding of the specified content of leisure studies in a range of vocationally-related contexts.
AO3	Research and analysis Candidates use appropriate research methods to obtain information from a range of sources to analyse leisure industry vocationally-related issues.
AO4	Evaluation Candidates evaluate evidence, draw conclusions and make recommendations for improvement in a range of vocationally-related contexts.

Unit	AO1	AO2	AO3	AO4
1	30%	30%	23%	17%
2	25-35%	25-35%	20-30%	10-20%
3	28%	30%	22%	20%
4	20%	25%	25%	30%
5	15-25%	20-30%	20-30%	25-35%
6	15%	30%	30%	25%

Question Number	Answer	Mark
1 (a) AO1	<p>1 mark for each correct idea up to a maximum of 4.</p> <ul style="list-style-type: none"> • Food must be fit for consumption/not past its sell-by date (1) • Food is clearly labeled to show content (1) • It is correctly stored/prepared (1) • Staff must be trained in hygiene (1) • Premises will require certification (1) 	(4)

Question Number	Answer	Mark
1 (b) AO2	<p>Award 1 mark for identification of each of 2 measures and up to 2 marks for explanation of how it operates/why it is in place.</p> <p>CCTV (1) (do not give mark if inside the dormitory is specified). This would be trained on the area outside the dormitory block (1). It would act as a deterrent to anyone trying to get into it (1).</p> <p>Staff at the centre should be CRB checked (1). This would help to ensure that they are fit to work with children (1) so security measures could be concentrated on preventing access from outside the centre (1).</p> <p>Register , staff patrol, coded doors, fire/evacuation procedures, high fences/gated areas, staff training, Accept measures to stop children getting out NOT staff in the dormitory, CCTV in the dormitory Or any other realistic response.</p>	(6)

Question Number	Indicative Content	
1 (c) QWC i - iii AO3 (8)	<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>PUWE linked to maintenance of equipment, possible of bikes, climbing equipment, canoes etc. PPE linked to life jackets, throw lines, helmets for canoeing, high visibility vests for walking, rainwear, harnesses, helmets, ropes for climbing etc Wider links to operation benefits should be through improved safety record, better reputation and therefore increased customers, greater profits, less regulatory interference, fines etc</p> <p>N.B. Stimulus refers them to 2 of the directives. They can use the rest of the 6 pack also, although check they are using one. Managing to apply another one is an unlikely occurrence, although Manual Handling is a possibility.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Basic responses that are mainly theoretical/descriptive. Information about the EU directives will be given but not connected to safety improvements and/or the exact activities described. 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	<p>Responses with some analysis and application. Responses may have either clear application and some analysis or some application and clear analysis. Response will show how at least one of the activities can be made safer through adherence to the given legislation and there may be a wider linkage to benefits for their operations</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 3	7- 8	<p>Focused responses with sustained analysis and application. The requirements of legislation are directly applied to the activities, indicating how they would improve safety in them and this should be linked to the wider benefit to their operations.</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
1 (d) AO1	1 mark for each correct statement up to a maximum of 4. <ul style="list-style-type: none">• powers are usually exercised through the environmental health officers• can inspect all types of leisure premises• can make inspections at any time• can allow operations to continue or impose sanctions.	(4)

Question Number	Answer	Mark
<p>1 (e)</p> <p>A01 - 4</p> <p>A02 - 4</p> <p>A04 - 4</p>	<p>Up to 4 marks for application stages.</p> <p>1 mark each for</p> <ul style="list-style-type: none"> • who might be affected • likelihood of risk • severity of risk • risk rating. <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>N.B. If their scale has numbers and descriptors then when assessing this look at what their '4x3' actually means. Some may be right, some wrong, depending on the descriptors.</p> <p>Up to 4 marks for measures to minimise risks.</p> <p>1 mark for each measure to minimise risk up to a maximum of 4</p> <ul style="list-style-type: none"> • lifeguards • trained in first aid • limit numbers • rules about use such as no jumping in • enough staff/lifeguards to monitor • use of deep end monitored • different sessions for different ages <p>Or any other realistic response.</p>	

Question Number	Answer	Mark																
<p>1 (e) (cont)</p>	<p>Up to 4 marks for correct scales.</p> <p>Up to 2 marks each for scales of likelihood and severity awarded as follows:</p> <ul style="list-style-type: none"> • 1 mark for numerical scale given with some indication of what each end represents or basic scale in words only • 2 marks for numerical scale with sensible gradation of the scale shown or detailed scale in words only • 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. <table border="1" data-bbox="408 775 1238 1081"> <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></td> </tr> <tr> <td>Likely</td> <td></td> <td>Substantial risk</td> <td></td> </tr> </table> <p>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>Unlikely - likely - highly likely</p> <p>Slightly harmful - harmful - very harmful</p> <p>Slight injury - first aid treatment - time off - hospitalised - death</p> <p>DO NOT ACCEPT</p> <p>'Impossible' or similar (never) as part of a scale</p> <p>'No harm' or similar as part of a scale</p> <p>Unsevere - severe - very severe</p> <p>'Possible' in the middle of a series of 'likelys' or similar for full marks.</p>		Slightly harmful	Harmful	Extremely harmful	Highly unlikely		Tolerable risk	Moderate risk	Unlikely		Moderate risk		Likely		Substantial risk		<p>(12)</p>
	Slightly harmful	Harmful	Extremely harmful															
Highly unlikely		Tolerable risk	Moderate risk															
Unlikely		Moderate risk																
Likely		Substantial risk																
	<p>Total for Question 1</p>	<p>34 marks</p>																

Question Number	Answer	Mark
2 (a) A01	<p>1 mark for each correct statement up to a maximum of 4.</p> <ul style="list-style-type: none"> • Contact local liP centre • They complete an assessment application • They need to undertake a review against the standard • They need to make a commitment with all the staff to reach the standard, • They need to produce a plan to make the changes • Plan for staff training/development/need to ensure staff are trained etc • They need to evaluate what is being done to ensure their aims are being achieved • They will be inspected by an assessor. <ul style="list-style-type: none"> • May interview staff/look at staff documentation 	(4)

Question Number	Indicative Content	
2 (b) QWC i - iii AO3 (8)	<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 trained to provide the best service linked to Rachel (and others perhaps) going beyond expectations. Less absence linked to personal development, greater involvement and better motivation. Gym staff linked to improved team working. Also managers with knowledge and skills to develop people/relationships etc. Range of activities linked to identifying training needs etc</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/application. Specifics of liP are not clear or not clearly linked to any one improvement.</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	<p>Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. At least one specific aspect of liP is identified and used to explain one of the improvements</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 3	7- 8	<p>Focused responses with sustained analysis and application. Clear linkage of liP characteristics to 3 of the improvements (or 2 if the analysis is detailed)</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 (c) A02	<p>Up to 6 marks for advantages.</p> <p>Facility management would help improve the equipment (1). Quest encourages organisations to only buy quality equipment such as running machines (1). Customers would appreciate having high-tech equipment that helps them progress more (1).</p> <p>Improvements may be more visible to customers (1) as actual facilities are improved (1)</p> <p>Facility management means that building may well be kept cleaner (1) as cleaning rotas are part of the evidence needed for assessors (1).</p>	(6)

Question Number	Answer	Mark
2 (d) A01	<p>Award 1 mark for each identification of 2 of the standards and 1 mark for description.</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>Or any other realistic response developed from any of the five areas:</p> <p>Delivery Timeliness/quality of service Culture of the organisation</p>	(4)
	Total for Question 2	22 marks

Question Number	Answer	Mark
3 (a)(i) AO1	Award 1 mark for each characteristic of an invoice described. For example: Invoice is produced by an organisation that is selling a service or goods (1) It contains information about the amount that is owed by a customer (1) It provides details of the goods/service that are being provided (1) Document given to a customer (1)	(2)

Question Number	Answer	Mark
3 (a)(ii) AO1	Award 1 mark for each correct document type: Credit note Cheque BACS record Or any other realistic response.	(2)

Question Number	Answer	Mark
3 (b) AO2	3 mark response £69.70 2 mark response One mistake seen in calculation (one incorrect total or final total calculated incorrectly) 1 mark response 2 mistakes in calculation N.B. Common errors will be given as guidance to markers in final mark scheme	(3)

Question Number	Answer	Mark
3 (c) AO2	<p>Award 1 mark for each explanatory point. Developed points as to how the club benefits can achieve up to 3 marks. For example:</p> <p>The club would get a more regular income (1)</p> <p>Last month might be unusual and usually he goes less (1)</p> <p>The club's income will be more predictable (1)</p> <p>As a member he is more likely to feel part of the club (1) and so may spend more in the café (1)</p> <p>He has had 1 tennis lesson and the club may be able to direct market more to attract him (2)</p>	(6)

Question Number	Answer	Mark
3 (d) AO1	<p>Award 1 mark for each descriptive point. For example:</p> <p>The Accord system means stock can be tracked 'first in, first out' (1)</p> <p>Barcode technology can be used for pricing (1)</p> <p>Best before dates can be recorded (1)</p> <p>Can be linked to suppliers so that reordering can be automatic (1)</p> <p>Etc</p>	(4)

Question Number	Indicative Content	
3 (e) AO4	<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>Better tracking means excess stock won't build up - takes less space as storage now less EPOS style system will mean that new rackets would be ordered when they are getting low as it automatically counts them out. Not left to stock take etc. Stock take is slow and takes staff time - expensive. Also only happens at certain time, whereas electronic system is doing this all the time</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-2	Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/application.
Level 2	3-4	Responses with some explanation/application. Responses may have either clear application and some analysis or some application and clear analysis.
Level 3	5-6	Focused responses with sustained explanation and application.

Question Number	Answer	Mark
3 (f) A02	<p>Award 1 mark for a correct problem identified and a further two marks for explanation of it.</p> <p>Many of the staff have been there a long time and will have set work practices (1). The club will have to spend money training staff on the new system (1) otherwise they may make mistakes with it, losing the club custom/money (1).</p> <p>Staff feeling threatened (1)</p> <p>Staff need training (1)</p> <p>Changeover problems (1)</p> <p>N.B. One problem only required.</p>	(3)

Question Number	Indicative Content	
3 (g) AO3 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> <p>Possible linkage of an electronic system to the internet will enable them to increase regional profile/advertise club events Electronic system will allow direct marketing of events to its members System may be linked to a smart card that records when members attend/what they do. This may allow the club to target market them with offers for what they like doing, increasing customer satisfaction. Also can make membership personal by sending birthday cards etc. Pattern of usage monitored to contact them if not attending. All these help renewal of membership. May also be linked to lack of information problem. Smart card would allow rapid entry - this may be electronic also so less queues.</p>	
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	Basic responses that are mainly theoretical/descriptive. Possibly limited reasoning/application.
Level 2	4-6	Responses with some explanation/application. Responses may have either clear application and some analysis or some application and clear analysis. At least one specific characteristic of a membership system will be linked to one of the club's stated aims.
Level 3	7- 8	Focused responses with sustained explanations and application. The aims of a new electronic system will be clearly linked to two or more of the aims of the club. Credit depth or breadth of explanation.
		Total for Question 3 = 34 marks

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