

Mark Scheme (Results)

June 2012

GCE Leisure Studies (6967)

Unit 2: Working Practices in
Leisure

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| Question Number | Answer | Mark |
|-------------------------------|---|------------|
| 1(a) AO1 | <p>Award one mark per correct requirement of the act. For example:</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) • N.B Do accept preparation and storage for 1 mark each if correct detail is added. E.g. 'there must be colour coded knives and chopping boards for different food types (1). Raw foods must be stored separately to cooked foods (1). • Staff must be trained in hygiene (1) • Premises will require certification (1) <p>Allow 1 mark for general 'good hygiene' practices that stem from the hygiene requirements ' hair tied back etc'</p> | (4) |

| Question Number | Answer | Mark |
|-------------------------------|---|------------|
| 1(b) AO2 | <p>Award one mark for identifying a realistic measure and a further 2 marks for each explanation of how/why each could improve security. E.g.</p> <ul style="list-style-type: none"> • CCTV should be installed (1). This means that activity in the car park can be monitored from inside the clubhouse (1) and its presence may act as a deterrent to vandals/car thieves (1) • Barrier entrance (1) would mean that drivers would take a ticket on the way in (1) and so thieves would not be able to drive a car away without this ticket (1) • a high fence (1) to prevent vandals/thieves accessing the car park without being seen near the restaurant (1) • Security guard (1) would act as a deterrent as there is a greater chance of being seen (1) • Also accept floodlighting, barrier at the entrance. Ensure that explanation is related to improved security. <p>Or any other realistic response</p> <p>Don't accept: 'Have lots of police around the car park' as a measure 'it will make the customers feel happier about leaving their car there' as a reason</p> | (6) |

| Question Number | | Indicative Content |
|--|------------|---|
| 1 (c) AO3 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 and development/application of any 2/3 could achieve top L3</i></p> <ul style="list-style-type: none"> • Many casual staff – will need constant updating on who the first aider is and procedures. Need for this for temporary and holiday staff. • Highly variable numbers of customers/staff so will need to ensure there is the right number of first aiders at any one time. Need to plan so ratio is right. • In kitchens may be quite a call for first aid box so will need to ensure it is checked/topped up regularly • Not likely to have major injuries but many minor cuts etc so contents of first aid box should reflect this |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | Basic responses that are mainly theoretical/descriptive. Mostly will consist of generic repetition of the requirements of the act dressed up and possibly placed alongside the information given but with perhaps limited reasoning/ application. 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 | 4-6 | Responses with some explanation/application. Responses may have either clear application and some analysis or some application and clear analysis. 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. |
| 3 | 7-8 | Focused responses with sustained explanation and application. 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. |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(d) AO1 | <p>Award 1 mark for each sanction correctly identified and one for further description of how it operates</p> <p>For example:</p> <ul style="list-style-type: none"> • Prohibition order (1) is applied when part of an organisation has to be shut down whilst health and safety is improved (1) • Closure (1) is when the whole facility is shut down permanently because it is too dangerous to be allowed to operate (1) • Warning/ Improvement notice (1) where action is required to remedy a problem within a given timescale.(1) | (4) |

| Question Number | Answer | Mark |
|---------------------------|--|------|
| 1(e) AO1 AO2 AO4 | <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 application of the problem. If they specify a severe risk likelihood of this occurring must be very low. Ensure check the scales that the candidate gives at the foot of as they may not be logical!</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"> • First aid/first aider kit available • Soft flooring • Regular maintenance of equipment • Checking equipment before each session • Supervision by CRB checked personnel • Age limit for children • Not use in poor weather conditions • Accept example of specific safety features on equipment for 1 mark • Accept signage for either possible dangers or advice that parents supervise children, but do not double credit | (12) |

Answer continues on next page.

Up to 4 marks for correct scales

Up to 2 marks each for scales of likelihood and severity awarded as follows:

- 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.

| | | | |
|-----------------|------------------|----------------|-------------------|
| | Slightly harmful | Harmful | Extremely harmful |
| Highly unlikely | Trivial | Tolerable risk | |
| Unlikely | Tolerable | | |
| Likely | Moderate | | |

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):

Unlikely – likely – highly likely

Slightly harmful – harmful – harmful – very harmful

Slightly injury – first aid treatment – time off – hospitalised – death

If likelihood scale has a mix of 'likely' and 'possible' terminology, max 1 mark.

DO NOT ACCEPT

'Impossible' or similar (never) as part of a scale

'No harm' or similar as part of a scale

Un severe – severe – very severe

Total for Question 1 - 34 marks

| Question Number | Answer | Mark |
|------------------------------|--|------------|
| 2(a)(i) AO2 | <p>Award 1 mark for identification of specific evidence and 1 mark for each correct explanation. For example:</p> <p>For example:</p> <ul style="list-style-type: none"> • Staff training records (1) Will show whether they staff skills are being updated/improved (1) • Minutes of staff meetings (1) Will show whether communication is good between staff (1) | (4) |

| Question Number | Answer | Mark |
|-------------------------------|--|------------|
| 2(a)(ii) AO1 | <p>Award one mark for each descriptive point of what they will have to do. For example:</p> <ul style="list-style-type: none"> • Contact local IIP centre and 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 <p>Award 1 mark for statement of the 4 parts of the process – review, commit, plan and evaluate.</p> <p>Or any other realistic response</p> | (4) |

| Question Number | | Indicative Content |
|---|------------|--|
| 2(b) AO3 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 and development/application of any 2/3 could achieve top L3.</i></p> <ul style="list-style-type: none"> • IiP develops channels of communication – links to supervision, tables not being prepared for booked parties and waiters not appearing to speak to each other • Training for staff will mean they respond appropriately when problems arise and are given proper induction – this would prevent problems such as spilt wine becoming a larger issue and serving wrong meals. • IiP runs throughout organisation at all levels so all areas will benefit - bookings, service. • IiP improves communication so staff will know who line managers are and co-operate in serving customers. • IiP organisation will ensure correct supervisory structure so new staff are guided correctly. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-3 | <p>Basic responses that are mainly theoretical/descriptive. Specific characteristics of IiP may not be evident and the effects could be on any organisation. Possibly limited reasoning/ application. Largely/wholly generic</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 | 4-6 | <p>Responses with some analysis/application. Responses may have either clear application and some analysis or some application and clear analysis. They link the benefits of the IiP system to the comments made in the feedback but with limited depth.</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>Focused responses with sustained analysis and application. IiP characteristics are linked to improvements in staff (and hence customer service) with specific benefits to the restaurant analysed</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 Number | Answer | Mark |
|---------------------------|---|------------|
| 2(c) AO2 | <p>Award one mark for each explanatory point up to a maximum of 3 for each.</p> <p>For example:</p> <ul style="list-style-type: none"> • These systems have zero 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) • 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) • Staff will need extra training for IiP 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) • IiP may well take a long time to implement (1) and in the mean time poor service may mean custom is lost (1) <p>Or any other realistic response.</p> | (6) |

| Question Number | Answer | Mark |
|---------------------------|--|------------|
| 2(d) AO3 | <p>1 mark for each correct explanatory/analytical point.</p> <p>CSE is totally customer focused as the name suggests (1) so would deal with the issues – complaints by customers directly (1) and the training needed for staff would be specific (1). Whereas Investors in People has a more overall approach to staff development (1) so this should ensure that good practice benefits customers but it may take longer (1)</p> | (4) |

Total for Question 2 - 26 marks

| Question Number | Answer | Mark |
|---------------------------|--|------------|
| 3(a) AO2 | <p><u>3 mark response</u> Income 400(000) Expenditure 357(000) Profit 43(000)</p> <p><u>2 mark response</u> Reversal of income and expenditure figures but otherwise correct. Profit = -43(000)</p> <p>Incorrect use of £ sign – adding it but not with the '000 as in the key. So: Income400 Expenditure £357 Profit £43</p> <p>One error in method. E.g. Income 415 Expenditure 342 Profit 73</p> <p><u>1 mark response</u> Two errors in method</p> | (3) |

| Question Number | Answer | Mark |
|------------------------------|---|------------|
| 3(b)(i) AO2 | <p>Award 1 mark for each of, up to a maximum of 2,:</p> <ul style="list-style-type: none"> • Assets • Liabilities • Capital <p>Or examples of these.</p> | (2) |

| Question Number | Answer | Mark |
|-------------------------------|---|------------|
| 3(b)(ii) AO3 | <p>Award 1 mark for each explanatory point.</p> <p>For example:</p> <p>It needs to ensure it does not spend more than it is receiving (1) and cannot make payments for good without receipts to check against (1). Control is needed so that money does not go missing (1) as unrecorded money could be misused (1). It needs to ensure that money is banked properly as a cheque is no benefit to a company until it is banked (1)</p> | (4) |

| Question Number | Answer | Mark |
|---------------------------|--|------------|
| 3(c) AO2 | <p>Award 1 mark for each point that explains the advantages/disadvantages of one compared to the other. For example:</p> <ul style="list-style-type: none"> • Cash is more open to abuse by staff (1) 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) • Cards are more straightforward to process (1) although they have to pay the cost of terminals etc (1) However, they have to pay the credit card company a percentage of the cost of an item (1) actually receive less money for each transaction (1) <p>N.B. Do not accept direct reverses for 2 marks.</p> | (6) |

| Question Number | Answer | Mark |
|------------------------------|--|------------|
| 3(d)(i) AO1 | <p>Allow 1 mark for each explanatory point.</p> <p>For example:</p> <p>The staff would need adequate space to work in the kitchen (1). They would need to ensure they had adequate lighting/heating/ventilation in all area (1) especially as kitchens might get very hot (1). The risk of fire would mean that fire doors would have to be installed (1) and the staff would need washing etc facilities (1) especially as they are dealing with food and this could affect other people (1)</p> <p>There would have to be a rest room for staff breaks (1)</p> <p>Allow 1 mark for generic 'they would have to be designed to meet these regulations'.</p> | (4) |

| Question Number | Answer | Mark |
|--|---|-------------------|
| <p>3(d)(ii)</p> <p>AO3</p> | <p>Award 1 mark for each explanatory point related to a single reason. For example:</p> <ul style="list-style-type: none"> • Staff would have improved working conditions (1) so are more likely to function in their roles efficiently (1) resulting in better customer service and increased profits (1) • Staff would be more highly motivated (1) as they would see that the management are looking after them well and consider them important (1) and therefore they would work more effectively (1) • Or any other realistic response. • N.B. Accept one reason only | <p>(3)</p> |

| 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 and development of 2 or 3 of these could achieve top L3</i></p> <ul style="list-style-type: none"> • Could give large discounts on Mon/Tues to attract customers. Would improve cash flow even though they would make less on each customer. • Voucher is only for food so still make extra money on drinks • Could vary discount according to how busy • Keeps people coming regularly. May come on less popular nights and they find extra people come at the weekend • Higher profile – more word of mouth – if more people are coming. • They could start building a database. If they have events like wine tasting then they can advertise these to members as few of them go to these at the moment • Relatively simple scheme to operate so does not use much employee time/computer capacity to do so. |
| Level | Mark | Descriptor |
| | 0 | No rewardable material |
| 1 | 1-2 | Basic responses that are mainly theoretical/descriptive. Possibly limited evaluation/application. Consists mostly of what a membership system does. |
| 2 | 4-6 | Responses with some evaluation/application. Responses may have either clear application and some evaluation or some application and clear evaluation. There should be specific linkage of the mechanics of this membership system with the characteristics of the restaurant. |
| 3 | 7-8 | Focused responses with evaluation and application. The response will link a number of the characteristics to the membership scheme proposal and give some sort of conclusion to the evaluation as to whether it might work. |

Total for Question 2 - 30 marks

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