

# Mark Scheme (Results)

## January 2010

GCE

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

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Question Number	Example answer	Mark
1(a)  AO1	<p>1 mark for each correct statement.</p> <ul style="list-style-type: none"> <li>• roles</li> <li>• responsibilities/people who report to them</li> <li>• hours of work</li> <li>• salary</li> <li>• location of the work.</li> </ul> <p>Or any other realistic suggestion.</p>	(4)

Question Number	Example answer	Mark
1(b)  AO1	<p>Focus of the question is 'how' so detailed description of its use can get 4 marks. Allow a maximum of 1 mark for each use if they give reasoning for this (so max 2 overall).</p> <ul style="list-style-type: none"> <li>• can be compared to the candidate's application form (1) to see if they have the essential/desirable characteristics that are needed for the post (1)</li> <li>• they can be used to set questions at the interview (1) so that they are focussed/objective and therefore help to select the right candidate (1).</li> <li>• Used to tell candidates what type of person they are looking for (1)</li> </ul>	(4)

Question Number	Indicative content	
1(c) A04	<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>• lack of website - can be linked to putting candidates off as they might not bother to find it out</li> <li>• poor spelling (and other errors) puts off quality candidates</li> <li>• confusion over job title may prevent applicants bothering</li> <li>• lack of closing date mean some may only apply too late</li> <li>• supervisory post requiring a degree so local paper not appropriate as needs a large catchment area</li> <li>• accept positives, such as address given, if their inclusion is justified.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	Basic response containing statements that are mainly descriptive. May consist of a list of what is wrong or missing. There may be some very limited reasoning/application If positive points there must be some simple justification for their inclusion.
Level 2	4-6 marks	Some evaluation of how the errors affect Animania Park and/or the candidates. There should be simple links to how the errors will affect either the applicants or how it will reduce effectiveness for Animania Park. The evaluation may well be in fairly general terms still and the top of the level could be achieved by a couple of succinct points. The response will contain clear application with some analysis or clear analysis with some specific application.
Level 3	7-8 marks	A focused response with sustained evaluation and effective application. Detailed evaluation of the advert's effectiveness, probably linking the stimulus information with the advert and/or providing an overview of why it would be ineffective. Problems/benefits will be clearly evaluated in terms of its ability to attract potential candidates for the specific post.

Question Number	Indicative content	
1(d) A03	<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>• as the information will all be in the same format and not hand written so it will be easy to compare electronically between candidates they have a large number of employees so they probably advertise quite a few jobs per year at Animania Park. Candidates could apply for all these using the same online form even though they are different. This will be relatively cheap once it is set up</li> <li>• information about the jobs can be online with the application forms. This means that everyone can see what is required without having to send for it and is more likely to encourage the right people to apply</li> <li>• it means they don't have to waste money sending the forms out and this would fit with their 'green' ethos.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	Basic response in which benefits are suggested but with only simple analysis as to how they are beneficial. They will probably be largely generic. Reference to Animania Park may be in name only.
Level 2	4-6 marks	Sound analysis of the benefits to Animania Park and/or customers. These will be reasoned and for the top of the level will be linked to specific benefits for Animania Park, most probably the fact that they have a number of different vacancies covering a variety of posts or to its 'green' ethos.

Question Number	Indicative content	
1(e) A02	<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>• she/he would be given a staff handbook - important to know procedures etc as She/he is in charge of others and will have to advise them</li> <li>• she/he will be taken round the administration block at the zoo and shown the emergency exits as it would be important for her/his to know these so she/he can supervise an orderly evacuation if fire broke out</li> <li>• may be shown a video about the company so she/he knows their ethos - important as job is involved in conservation so is closely linked to the 'green' ethos.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2 marks	Simple explanatory statements including what would be included.
Level 2	3-4 marks	Some explanation linking the content of the induction to reasons for it being there. Explanation at this level may well be only generic
Level 3	5-6 marks	Sound explanation linking the content of an induction to her role as education officer or the characteristics of the company. Must be application to reach this level.

Question Number	Example answer	Mark
<p>1(f)</p> <p>AO2</p>	<p>Up to 6 marks depending on depth and breadth of argument.</p> <p>Maximum of 2 marks 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>• It is the law (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 Animania Park 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 Animania Park 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>(6)</p>
<b>Total for Question 1</b>		<b>34 marks</b>

Question Number	Indicative content	
2(a) A03	<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>• should be paid the same for same level of job - Equal Pay Act</li> <li>• difference in pay and/or holidays should not be based on nationality</li> <li>• HASAWA should involve duty of care to customers/maintenance (fencing), to staff (aware of procedures/signage), regular checks/action taken on faults - fencing, training for staff - enclosure procedures.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	Basic response with statements that leave the explanation implicit. Will tend to be descriptive with statements about what is wrong or which acts are being broken.
Level 2	4-6 marks	Sound responses with either clear application and some explanation or clear explanation and some application. Allow some leeway with the actual names of the Acts. This level can be achieved with reference to only one of the areas of contention.
Level 3	7-8 marks	A focussed response with sustained explanation and effective application, linking the problems at the zoo to the specific acts. Expect reference to both HASAWA and at least one of the other at this level.

Question Number	Example answer	Mark
2(b) A02	<p>Up to 3 marks for explanation depending on depth. Credit one advantage only, allowing the best one.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Improving access etc would make it easier to employ disabled people (1). This may give them a larger pool of candidates to choose from at recruitment (1) and therefore increase their chances of getting a high quality candidate for the job (1)</li> </ul> <p>Allow reference to benefits to profit from customers etc</p>	(3)



Question Number	Example answer	Mark
2(c)  AO1 (4) AO2 (2)	<p>Up to 3 marks for each reason, depending on depth/degree of explanation.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Many students volunteer in their holidays (1). They may be thinking of going into the leisure industry and this gives them a chance to decide whether it's for them (1) as well as looking good on their CV (1)</li> <li>• Older people often volunteer (1) as they do not need/want to work any more but wish to keep active (1) and it gets them into contact with people that they no longer get having stopped work (1)</li> <li>• Volunteers may want to get involved in conservation projects because they are interested in it (1) and can see conservation in action (1) and may be considering working in conservation as a career (1).</li> </ul>	(6)

Question Number	Indicative content	
2(d) 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> <ul style="list-style-type: none"> <li>• management in the admin block will be full- time as this allows continuity in running the business so it is more likely to be successful</li> <li>• part-timers can work in the school holidays</li> <li>• summer season staff will be there during the holidays and they may well employ self-employed experts as consultants in the more specialist teaching they do at university level</li> <li>• for the rest of the staff the mix allow the workforce to be used flexibly This way they only need to employ these people when they are needed - if they were full time they would have nothing to do for much of the time and they would be paying them to do nothing. This policy keeps costs down and profits up</li> <li>• they will need more staff in the school holidays when it is busier - they could use the staff that are on seasonal contracts as they would only employ them for the summer to take the pressure of full-time staff.</li> </ul> <p>N.B. Ensure that the benefits to be credited are for the park, not for the staff carrying out the roles.</p>	
Level	Mark	Descriptor
	0	No rewardable marks.
Level 1	1-3 marks	Basic response that is mainly theoretical/descriptive. Probably will consist of statements that link types of employment to possible job roles. May be some simple reasoning/application.
Level 2	4-6 marks	Response will have some analysis and application. Will either have clear analysis with some application or clear application with some analysis. Should be linkage of job types and roles and analysis will be in terms of the benefits they might bring, probably in dealing with ideas of making it 'easier to run'.
Level 3	7-8 marks	A focussed response with sustained analysis and effective application. Analysis will probably express benefits in terms of the finances of the zoo and the flexibility of workforce. May link to wider pool of labour if there are different types of jobs.
<b>Total for Question 2</b>		<b>25 marks</b>

Question Number	Example answer	Mark
3(a)  AO1	<p>Up to 3 marks for the explanation. Main ideas likely to be of value are opposite.</p> <p>1 mark for each correct statement up to a maximum of 3.</p> <ul style="list-style-type: none"> <li>• time off from work other than for holiday (1)</li> <li>• staff receive pay whilst off sick (1)</li> <li>• organisations have a sickness and absence policy to show guidelines for it (1)</li> <li>• other staff may have to be employed to cover the jobs of sick people (1).</li> </ul>	(3)

Question Number	Indicative content	
3(b) A04	<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>• may comment on problem that he is only being punished</li> <li>• may suggest alternative disciplinary procedure</li> <li>• at higher level should link to the fact that he can work well/did work well at his previous employment</li> <li>• hopefully will suggest that the suggested procedure will be ineffective and suggest some form of dialogue with him.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-2 marks	Basic response in which there will be suggestion of some problem of the suggested course of action (or even possible justification of it). May also consist of a response in which an alternative course of action is suggested without any indication of why it is better 'they should of (sic)....'
Level 2	3-4 marks	Evaluation is attempted, probably with some justification as to why it is inappropriate. Evaluation may be in form of suggesting what they should have done instead.
Level 3	5-6 marks	A focussed response in which there is sound evaluation relating the use of a disciplinary procedure to the context set in the stimulus.

Question Number	Example answer	Mark
3(c)(i)  AO2	<p>Up to 4 marks for explanation.</p> <p>N.B. Accept 'not employing them' as candidate version of redundancy.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• As some animals are not there in the winter there is less work (1) they can therefore save on costs by employing fewer people (1). As there are less visitors so extra staff may not be needed in the summer (1) so those on seasonal contracts will not be offered work (1).</li> <li>• As there are less visitors so income will be reduced (1) so reducing staff brings down their costs to match income (1)</li> </ul>	(4)

Question Number	Example answer	Mark
3(c)(ii)  AO1	<p>1 mark for each correct possible stage up to a maximum of 4.</p> <ul style="list-style-type: none"> <li>• Meeting to tell staff what is going to happen (1)</li> <li>• Work out which jobs are most important (1)</li> <li>• Decide which jobs they need to keep (1)</li> <li>• Offer voluntary redundancy (1)</li> <li>• Offer them a redundancy package (1)</li> <li>• Send those that are redundant written confirmation (1).</li> </ul>	(4)
<b>Total for Question 3</b>		<b>17 marks</b>

Question Number	Example answer	Mark
4(a)  AO2	<p>Up to 6 marks for explanation. If response is totally theoretical then max 3.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Other staff would object to him getting perks just for doing his job (1)</li> <li>• He has been told that he might lose his job but hasn't improved (1) so it appears unlikely that money is important to him (1)</li> <li>• He is performing badly so giving him extra money is not appropriate (1) Other staff might start being late so they would get more money (1) so the business would suffer a loss of money to him (1) and the customers might receive a worse service (1).</li> <li>• Business is cutting costs so paying more is not an option (1)</li> </ul>	(6)

Question Number	Indicative content	
4(b) A04	<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>• With the redundancies and out-of-date practices many of the staff feel that the zoo is gradually 'running down'. By improving their working environment management will show that they are looking to the future</li> <li>• When equipment is difficult to use work is inefficient so the booking system would not help those on it to work well. If it is difficult to deal with customers on it then customers will get angry and staff will feel unhappy doing their job. Improving it would help them feel better in their work</li> <li>• A proper communication system would make their job easier so they would have more energy to do their work as they would not have to walk to get information. They would also feel as though they were part of a team, not isolated, so perhaps improving their work rate</li> <li>• Although it would cost the zoo money - although not that much - it would give the place a positive feel.</li> <li>• Might be a poor idea as the company have not got much money due to the recession so could not afford to do it - it might be a total waste if it ends up closing completely.</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3 marks	Basic response that is mainly theoretical or descriptive. Really does little more than stating some benefits.
Level 2	4-6 marks	Response will have some analysis and application. It will have either clear application and some analysis or clear analysis and some application.
Level 3	7-8 marks	A focussed response with sustained evaluation and effective application. Specific use of the stimulus will be linked to the benefits although be prepared to reward those who might argue that it won't be enough!.
<b>Total for Question 4</b>		<b>14 marks</b>
<b>TOTAL FOR PAPER: 90 MARKS</b>		

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Order Code UA022615    January 2010

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