

# **Leisure Studies**

Advanced Subsidiary GCE

Unit **G182**: Unit 3: Leisure Industry Practice

## **Mark Scheme for June 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.









All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

| Annotation  | Meaning                                   |
|---|---|
|  | Correct                                   |
|  | Wrong                                     |
|  | Level 1                                   |
|  | Level 2                                   |
|  | Level 3                                   |
|  | Not answered the Question – award 0 marks |
|  | Repetition                                |
|  | Benefit of doubt                          |

| Question |     |      | Answer  | Marks | Guidance  |                    |
|----------|-----|------|---|-------|---|--------------------|
|          |     |      |   |       | Content   | Levels of response |
| 1        | (a) | (i)  | <ul style="list-style-type: none"> <li>• answer telephone in one minute</li> <li>• value for money</li> <li>• be highly trained and happy to assist you at all times</li> <li>• provide clean, well maintained facilities</li> <li>• listen carefully to what you say and involve you in our decision making</li> <li>• serve you as quickly as possible</li> <li>• respond to your written, telephone and email comments within seven working days</li> <li>• let you know if equipment is not available or out of order prior to use and try to make alternative arrangements.</li> </ul> | 2     | Award one mark for each correct identification up to a maximum of two |                    |
|          |     | (ii) | <ul style="list-style-type: none"> <li>• clearly shows the service commitments set out by the organisation</li> <li>• enables standards to be set</li> <li>• shows a commitment to the customers</li> <li>• allows improvements to be made.</li> </ul>  | 2     | Award one mark for each correct identification up to a maximum of two |                    |

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
|          | (b) | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• benefits of iip</li> <li>• improved productivity and profitability</li> <li>• skilled and motivated people work harder and better improving productivity</li> <li>• customer satisfaction</li> <li>• IIP is central to staff becoming customer focused, enabling organisations meet customer's needs</li> <li>• improved motivation</li> <li>• motivation is improved through employee's greater involvement; this leads to higher morale</li> <li>• reduced wastes and costs</li> <li>• skilled and motivated people examine their work to contribute to reducing waste</li> <li>• competitive advantage through improved performance</li> <li>• IIP helps organisations develop a competitive edge</li> <li>• public recognition</li> <li>• IIP status brings recognition for real achievements measured against a rigorous national standard.</li> </ul> | 8     | <p><b>Level 2 (5–8 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of a quality system such as IIP. Candidate effectively discusses the advantages and disadvantages of IIP. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b><br/>Candidate identifies/describes an appropriate quality system such as IIP for Dance Yourself Dizzy. Information may be in the form of a list of advantages of IIP. Candidates will include explanations of possible impacts which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> | <p><b>Level 2 (5–8 marks)</b><br/>Identification/description implied/assumed.<br/>Explanation/analysis/comparison of more than one point/both sides – 5-6 marks.<br/>An evaluation/judgement without overall conclusion/prioritisation – 7 marks.<br/>With overall supporting conclusion – 8 marks.</p> <p><b>Level 1 (1–4 marks)</b><br/>List of points – maximum 1 mark<br/>Description – up to 2 marks<br/>Explanation – up to 3 marks<br/>Unsupported judgements/limited discussion – up to 4 marks</p> |

| Question |  |  | Answer   | Marks | Guidance |                    |
|----------|--|--|--|-------|----------|--------------------|
|          |  |  |  |       | Content  | Levels of response |
|          |  |  | <p><b>Level 1 (1–4 marks)</b><br/> A suitable quality system for Dance Yourself Dizzy to maintain standards in terms of staff development would be IIP. Investors in People is the national standard for best practice in people management. It provides the opportunity for performance improvement through effective development of people to ensure that the skills and talents of people within an organisation are maximised. IIP will benefit Dance Yourself Dizzy, as the staff are more developed through training they become more skilled and motivated people who work harder and better thus improving productivity which will lead to improved customer satisfaction. This will benefit Dance Yourself Dizzy as happy customers tell their friends and come back to the business. This also leads to happy staff, so absenteeism and staff turnover decline – both which save Dance Yourself Dizzy money.</p> |       |          |                    |

| Question |  |  | Answer  | Marks | Guidance |                    |
|----------|--|--|---|-------|----------|--------------------|
|          |  |  |   |       | Content  | Levels of response |
|          |  |  | <p><b>Level 2 (5–8 marks)</b><br/> Investors in People is the national standard for best practice in people management. It provides the opportunity for performance improvement through effective development of people in order to ensure that the skills and talents of people within an organisation are maximised. IIP will benefit Dance Yourself Dizzy, as the staff are more developed through training they become more skilled and motivated people who work harder and better thus improving productivity which will lead to improved customer satisfaction. Customer satisfaction leads to repeat business and good word of mouth publicity – both beneficial to Dance Yourself Dizzy. Through developing staff the staff will feel valued. Motivation is improved through employees' greater involvement and this leads to higher morale. In turn this leads to lower staff turnover and reduced absenteeism which saves Dance Yourself Dizzy money. Public recognition through the IIP award brings in more customers and provides Dance Yourself Dizzy with a competitive edge over other businesses. The IIP award brings far more benefits for the organisation than it would cost to achieve in the first place.</p> |       |          |                    |

| Question |     | Answer   | Marks | Guidance  |   |
|----------|-----|--|-------|---|---|
|          |     |  |       | Content   | Levels of response  |
| 2        | (a) | <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• teachers – former champions</li> <li>• central location</li> <li>• good access.</li> </ul> <p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• limited product offer</li> <li>• limited marketing carried out</li> <li>• over reliance on government scheme.</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• development of the facility</li> <li>• development of the product offer</li> <li>• rental for other activities.</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• competition</li> <li>• lack of ambition</li> <li>• recession.</li> </ul> | 8     | Award one mark for each correct identification up to a maximum of eight appropriate identifications.  |   |
|          | (b) | <p><b>Level 1 (1–4 marks)</b><br/>A SWOT analysis looks at the Strengths, Weaknesses, Opportunities and Threats of an organisation. This allows it to see what it is doing well and what it is not doing so well so it can make relevant changes. It also allows it to see opportunities it could take advantage of in order to improve the organisation. A SWOT analysis will allow Dance Yourself Dizzy to look at its ideas before it moves forward in any of them, so it does not waste money or resources.</p>  | 8     | <p><b>Level 2 (5–8 marks)</b><br/>Candidate will show a clear understanding of the SWOT analysis. Candidate effectively discusses the need for SWOT analysis and its use. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> | <p><b>Level 2 (5–8 marks)</b><br/>Identification/description implied/assumed.<br/>Explanation/analysis/comparison of more than one point/both sides – 5–6 marks.<br/>An evaluation/judgement without overall conclusion/prioritisation – 7 marks.<br/>With overall supporting conclusion – 8 marks.</p> |



| Question |  | Answer  | Marks | Guidance   |   |
|----------|--|---|-------|--|---|
|          |  |   |       | Content  | Levels of response  |
|          |  | <p><b>Level 2 (5–8 marks)</b><br/>           Good marketing plans always begin with a SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. A SWOT analysis will allow Andre and Christina to help make their decisions more effectively. If they conducted a SWOT they could highlight the strengths they Dance Yourself Dizzy has and see how they could use these to best effect. As former champions this would show as a strength and they could further use this in promotion, but maybe they had not seen it as important. They could also highlight the threats such as the competition offering Zumba classes; having seen this Andre may then think again about his decision not to offer Zumba classes. The SWOT will make them think about what they are presently doing but also get them to look at the future, so they can then take decisions about which route to take. It will also help them make decisions about the use of resources, so it should prove to be a useful tool.</p> |       | <p><b>Level 1 (1–4 marks)</b><br/>           Candidate identifies/describes the importance of a SWOT analysis. Information may be in the form of a basic information about elements of a SWOT analysis. Candidates will include explanations of the use of SWOT analysis. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>0 marks</b><br/>           No response or no response worthy of credit.</p> | <p><b>Level 1 (1–4 marks)</b><br/>           List of points – maximum 1 mark<br/>           Description – up to 2 marks<br/>           Explanation – up to 3 marks<br/>           Unsupported judgements/limited discussion – up to 4 marks</p> |

| Question |     | Answer  | Marks | Guidance  |   |
|----------|-----|---|-------|---|---|
|          |     |   |       | Content   | Levels of response  |
|          | (c) | <p>Indicative content</p> <p>Marketing mix<br/>Price, Product, Place, Promotion.</p> <ul style="list-style-type: none"> <li>• products</li> <li>• ballroom classes</li> <li>• latin classes</li> <li>• dance studios</li> <li>• refreshments</li> <li>• school scheme</li> <li>• room hire.</li> </ul> <p><b>Level 1 (1–4 marks)</b><br/>Every leisure organisation such as Dance Yourself Dizzy should have a range of products. It should have a range of products so it meets the needs of as many customers as possible. At the moment it has a couple of main dance classes – ballroom and Latin American; however these are going out of date and therefore it should now expand its range to include Zumba. This will appeal to more customers as it is new, but it will also appeal to a younger group of customers which would then bring more income into Dance Yourself Dizzy.</p> | 8     | <p><b>Level 2 (5–8 marks)</b><br/>Candidate will show a clear understanding of the marketing mix and the need for a good product mix. Candidate effectively discusses the need for products in all areas of the Product life cycle. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b><br/>Candidate identifies/describes the importance of Product as part of the marketing mix. Information may be in the form of basic information about product element of the marketing mix. Candidates will include explanations of the impact of a product mix. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> | <p><b>Level 2 (5–8 marks)</b><br/>Identification/description implied/assumed.<br/>Explanation/analysis/comparison of more than one point/both sides – 5–6 marks.<br/>An evaluation/judgement without overall conclusion/prioritisation – 7 marks.<br/>With overall supporting conclusion – 8 marks.</p> <p><b>Level 1 (1–4 marks)</b><br/>List of points – maximum 1 mark<br/>Description – up to 2 marks<br/>Explanation – up to 3 marks<br/>Unsupported judgements/limited discussion – up to 4 marks</p> |

| Question |     | Answer   | Marks | Guidance   |                    |
|----------|-----|--|-------|--|--------------------|
|          |     |  |       | Content  | Levels of response |
|          |     | <p><b>Level 2 (5–8 marks)</b><br/>           Every organisation has a range of products; the reason for this is to ensure that the organisation appeals to the greatest number of people as possible, resulting in the largest possible income. The product life cycle is the process each product or service goes through from introduction to the point at that it is no longer popular and sales go into decline. Dance Yourself Dizzy does not have products spread throughout the lifecycle, and if it fails to bring in new ideas such as Zumba, people will become bored with what is on offer and may choose to go to the competition. By adding a new dance it may increase income and customers, whereas failing to move on with fashions and trends may result in a reduced income and reduced customer base.</p> |       |  |                    |
|          | (d) | <ul style="list-style-type: none"> <li>• sponsorship is a two way process which is beneficial to both parties</li> <li>• one party usually receives money or products in return for being associated with the products or services on offer</li> <li>• sponsorship raises awareness of a product, service or organisation.</li> </ul>  | 2     | Award one mark for each correct identification up to a maximum of two.           |                    |
| 3        | (a) | <ul style="list-style-type: none"> <li>• annual report</li> <li>• balance sheet (statement of financial position)</li> <li>• profit and loss account (income position statement)</li> <li>• budgets.</li> </ul>  | 2     | One mark for each correct identification: up to a maximum of two identifications |                    |

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
|          | (b) | <p><b>Level 1 (1–4 marks)</b><br/>Dance Yourself Dizzy is having cash-flow problems – this means it does not have a constant cash-flow, more than that it has peaks and troughs, and this can cause the business problems as it is difficult for them to plan for the future as it may not have sufficient funds to carry out what it wants to do. A cash-flow forecast will let it see whether it has money or not.</p> <p><b>Level 2 (5–8 marks)</b><br/>Dance Yourself Dizzy has cash-flow problems – this means it does not have a constant cash-flow; it has times when it has lots of money and times when it has none. Without a cash-flow forecast it is difficult for Dance Yourself Dizzy to plan far into the future in terms of cash-flow, resulting in it being unable to plan for improvements or changes to the facility, or taking advantage of the planning permission at the back of the building. A cash-flow forecast allows it to work out the income of the organisation in order to allow the planning of finances in terms of expenditure so it does not over stretch the finances of the organisation. It also allows it to identify short term cash-flow problems, so these can be addressed before they become an issue. Cash-flow forecasts also allow the identification of areas where additional income may be generated, to ensure Dance Yourself Dizzy is as profitable as possible, and using its resources as effectively as it can.</p> | 8     | <p><b>Level 2 (5–8 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of cash-flow. Candidate effectively discusses the benefits and limitations of a cash-flow forecast for the organisation. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b><br/>Candidate identifies/describes what cash-flow is. Information may be in the form of a basic explanation of money in money out. Candidates will include explanations of the use of a forecast. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> | <p><b>Level 2 (5–8 marks)</b><br/>Identification/description implied/assumed.<br/>Explanation/analysis/comparison of more than one point/both sides – 5–6 marks.<br/>An evaluation/judgement without overall conclusion/prioritisation – 7 marks.<br/>With overall supporting conclusion – 8 marks.</p> <p><b>Level 1 (1–4 marks)</b><br/>List of points – maximum 1 mark<br/>Description – up to 2 marks<br/>Explanation – up to 3 marks<br/>Unsupported judgements/limited discussion – up to 4 marks</p> |

| Question |      | Answer  | Marks | Guidance   |   |
|----------|------|---|-------|--|---|
|          |      |   |       | Content  | Levels of response  |
|          | (c)  | <p>Cash surplus:</p> <ul style="list-style-type: none"> <li>more money coming in than going out</li> <li>more money coming in from sales than going out from expenditure.</li> </ul> <p>Gross profit:</p> <ul style="list-style-type: none"> <li>this is difference between sales and cost of sales</li> <li>the difference between the sales and cost of sales before selling, distribution or admin taking into account</li> <li>profit before expenses.</li> </ul>   | 4     | Up to two marks for each of two explanations   |   |
| 4        | (a)* | <p>Benefits – indicative content:</p> <ul style="list-style-type: none"> <li>ICT faster than paper based</li> <li>a centralised overview can be taken</li> <li>information can be easily accessed to help improve management planning</li> <li>ICT can easily be updated</li> <li>can be accessed at multiple points</li> <li>provides information on demand.</li> </ul> <p>Drawbacks:</p> <ul style="list-style-type: none"> <li>staff training needed</li> <li>cost of additional equipment</li> <li>equipment needs replacing on a regular basis</li> <li>reliant on electricity</li> <li>could be corrupted</li> <li>could become impersonal</li> <li>could be hacked from a distance.</li> </ul> | 10    | <p><b>Level 3 (7–10 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of. Candidate effectively discusses the features of paper versus ICT systems. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 2 (4–6 marks)</b><br/>Candidates will show an understanding of the question and include explanations of paper based versus ICT based systems. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of</p> | <p><b>Level 3 (7–10 marks)</b><br/>Identification/description implied/assumed<br/>Explanation/analysis/comparison of more than one point/both sides – 7 marks<br/>An evaluation/judgement without overall conclusion/prioritisation – 8 marks<br/>With overall supporting conclusion – 9/10 marks</p> <p><b>Level 2 (4–6 marks)</b><br/>No list – must be at least 'describe'<br/>Description only – 4 marks<br/>Explanation/analysis – 5 marks<br/>Evaluative comment (because.... means that....) – 6 marks</p> |

| Question |  | Answer   | Marks | Guidance   |   |
|----------|--|--|-------|--|---|
|          |  |  |       | Content  | Levels of response  |
|          |  | <p><b>0 marks</b><br/>No response or no response worthy of credit</p> <p><b>Level 1 (1–3 marks)</b><br/>Due to the greater speed and storage capacity most organisations chose to have a computerised based system. A computerised system will allow a huge amount of information together – details of costs, bookings, customers details; although a power cut would make this information inaccessible. If the organisation decided to change the process of activities this could be done at the touch of a button, rather than having to work it out by hand – saving time. The computer system would also mean that more than one member of staff could access the information at one time, and it would be safer than paper based information as security would be provided with passwords etc. However, costs would stack up as staff would need to be trained and there is the cost of the initial equipment.</p> |       | <p>concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b><br/>Candidate identifies/describes the benefits and drawbacks of using ICT rather than paper based systems. Information may be in the form of a list of advantages and disadvantages. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> | <p><b>Level 1 (1–3 marks)</b><br/>List – maximum 2 marks<br/>2 identifications plus one description – 3 marks<br/>2 identifications and unsupported judgement – 3 marks</p> |

| Question |  |  | Answer  | Marks | Guidance |                    |
|----------|--|--|---|-------|----------|--------------------|
|          |  |  |   |       | Content  | Levels of response |
|          |  |  | <p><b>Level 2 (4–6 marks)</b><br/>           ICT systems are generally much faster to use as they can produce multiple copies of documents at any time, whereas paper based would take more time as it would all have to be hand done. The ICT system will have a firewall which would help to prevent unauthorised access, and prevent viruses entering the system. ICT systems also ensure restriction to different area of system through password protection. Only allows authorised people to access the system at the level to which they are allowed – which would be useful as only certain people could access all information. Another downside would be staff training, most people can read and write however, if using an IT based system, staff would have to be trained in its use, again costly in the short term, but once trained staff at Dance Yourself Dizzy should be able to use the system to provide accurate and up to date information to both customers and managers. Information collected on the IT based systems could also be used to help other parts of the organisation, such as marketing – using customer details in a mail shot. However, these benefits need to be put up against the costs of implementing a computer system.</p> |       |          |                    |

| Question |  |  | Answer   | Marks | Guidance |                    |
|----------|--|--|--|-------|----------|--------------------|
|          |  |  |  |       | Content  | Levels of response |
|          |  |  | <p><b>Level 3 (7–10 marks)</b><br/>           ICT systems are generally much faster to use as they can produce multiple copies of documents at any time, whereas paper based would take more time as it would all have to be hand done. ICT systems would help Dance Yourself Dizzy store it information safely as the use of passwords only allows authorised people to access the system, which can be updated on a regular basis. The ICT system would provide back-up system; this ensures that if any major problem occurred the system is fully backed up and available for use. Paper based systems are much cheaper but not as easy to update, as they only require paper and pens whereas an electronic system requires not only the hardware but also the time and money to train staff. Being such a small organisation paper based would be fine for the business, however if it is are to take full advantage of the Internet they should consider ICT based systems. Although the ICT system will cost more initially the benefits in the long run for the organisation would outweigh these; however, for an small organisation such as Dance Yourself Dizzy the impact of the sand may affect the running of the machine, and it may also be a cost which is unnecessary, as at this time, a straightforward paper based system may prove the most useful, and easy to manage for Andre and Christina.</p> |       |          |                    |



| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of response  |
|          | (b) | <ul style="list-style-type: none"> <li>• paper based</li> <li>• electronic based</li> <li>• video based – CCTV.</li> </ul>  | 2     | Award one mark for each correct identification up to a maximum of two identifications.   |   |
|          | (c) | <p>Indicative Content:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• email</li> <li>• text</li> <li>• social networking.</li> </ul> <p><b>Level 1 (1–3 marks)</b><br/>Dance Yourself Dizzy could use electronic technology to communicate with customers in many different ways. It could use a website. This allows it to get information about the products and services they offer to the customer on mass, and if someone wanted information on dance schools in the area and did a search on the Internet it would be easy to find. It could also communicate by using email, particularly to people who have signed up for a set of dance lessons. This would make it possible to let lots of customers know about up and coming events or special offers in one mass email – saving time and money.</p> | 6     | <p><b>Level 2 (4–6 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of how electronic technology will impact on an organisation such as Dance Yourself Dizzy. Candidate effectively discusses the impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b><br/>Candidate identifies/describes how the electronic technology can impact on an organisation such as Dance Yourself Dizzy. Information may be in the form of a list of impacts. Candidates will include explanations of possible impacts which may be discussed with some success. The discussion in the most part is accurate, if not a little underdeveloped. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> | <p><b>Level 2 (4–6 marks)</b><br/>No list – must be at least ‘describe’<br/>Description only – 4 marks<br/>Explanation/analysis – 5 marks<br/>Evaluative comment (because.... means that....) – 6 marks</p> <p><b>Level 1 (1–3 marks)</b><br/>List – maximum 2 marks<br/>2 identifications plus one description – 3 marks<br/>2 identifications and unsupported judgement – 3 marks</p> |

| Question |  |  | Answer  | Marks | Guidance |                    |
|----------|--|--|---|-------|----------|--------------------|
|          |  |  |   |       | Content  | Levels of response |
|          |  |  | <p><b>Level 2 (4–6 marks)</b><br/>           Dance Yourself Dizzy could use electronic technology to communicate with customers in many different ways. There are many ways such as email, SMS, Internet, along with social networks such as Facebook and twitter. Emails and SMS could be used to inform customers it already has about events and activities it has coming up, whereas the Internet could act as a marketing site containing the information about the school, useful for potential and actual customer. Facebook and Twitter could be used to bring in potential customers to the business by creating interest and a presence. A combination of these methods would allow Dance Yourself Dizzy to access as many customers as possible.</p> |       |          |                    |

| Question |     | Answer   | Marks | Guidance  |  |
|----------|-----|--|-------|---|--|
|          |     |  |       | Content   | Levels of response   |
| 5        | (a) | <p>Indicative content:</p> <ul style="list-style-type: none"> <li>to allow children to be healthy</li> <li>allowing children to remain safe in their environments</li> <li>helping children to enjoy life</li> <li>assist children in their quest to succeed</li> <li>help make a contribution – a positive contribution – to the lives of children</li> <li>help achieve economic stability for our children's futures.</li> </ul> <p><b>Level 1 (1–4 marks)</b><br/>The Children Act is a piece of legislation the aim of which is look at the welfare of children. It is designed to help keep children safe and well. The Children Act places a number of requirements on Dance Yourself Dizzy such as having enough staff, and the staff you employed to have CRB checks – to ensure they are safe to work with children and young people. This protects both the children and the staff of Dance Yourself Dizzy.</p> | 10    | <p>Levels of response marking.</p> <p><b>Level 3 (7–10 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of key elements of the Children Act legislation and the impact it has on leisure organisations. Candidate effectively discusses the features of the Children Act legislation. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary</p> <p><b>Level 2 (4–6 marks)</b><br/>Candidate discusses a number of elements of Children Act. Candidates will show an understanding of the question and include explanations of the elements of the Children Act legislation. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b><br/>Candidate identifies/describes key elements of the Children Act.</p> | <p>When showing priorities, a judgement is already being made.</p> <p><b>Level 3 (7–10 marks)</b><br/>Identification/description implied/assumed<br/>Explanation/analysis/comparison of more than one point/both sides – 7 marks<br/>An evaluation/judgement without overall conclusion/prioritisation – 8 marks<br/>With overall supporting conclusion – 9/10 marks</p> <p><b>Level 2 (4–6 marks)</b><br/>No list – must be at least 'describe'<br/>Description only – 4 marks<br/>Explanation/analysis – 5 marks<br/>Evaluative comment (because.... means that....) – 6 marks</p> <p><b>Level 1 (1–3 marks)</b><br/>List – maximum 2 marks<br/>2 identifications plus one description – 3 marks<br/>2 identifications and unsupported judgement – 3 marks</p> |

| Question |  |  | Answer   | Marks | Guidance   |                    |
|----------|--|--|--|-------|--|--------------------|
|          |  |  |  |       | Content  | Levels of response |
|          |  |  | <p><b>Level 2 (5–8 marks)</b></p> <p>The Children Act is a piece of legislation the aim of which is look after the welfare of children. It is designed to help keep children safe and well. The Children Act places a number of requirements on Dance Yourself Dizzy such as CRB checks on staff. These checks make sure staff are safe to work with children; however, this will cost money and does take time to do. This may mean that Dance Yourself Dizzy may have to wait before a member of staff can start work. The Act also lays down requirements for the number of staff to child ratio. This may impact on Dance Yourself Dizzy as it may have to employ more staff, which increases costs not only in wages but also in recruitment and selection. They also need to be aware of the limitations on taking photographs of children. Although the Act may cause Dance Yourself Dizzy some problems, it does ensure that it protects the children as much as possible which results in a good public image and may lead to increased customers and, therefore, profit.</p> |       | <p>Information may be in the form of a list of actions to be carried out under Children Act legislation. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> |                    |

| Question |     |     | Answer  | Marks | Guidance  |  |
|----------|-----|-----|---|-------|---|--|
|          |     |     |   |       | Content   | Levels of response                                       |
|          | (b) |     | <p><b>Slipping on polished dance floor in the studio:</b></p> <ul style="list-style-type: none"> <li>• risk on severity – 3</li> <li>• who is most likely to be harmed – customer or staff</li> <li>• indicate a possible consequence should each hazard occur – broken bones/bruising/sprain</li> <li>• measure to eliminate risk – proper footwear to be worn.</li> </ul> <p><b>Overly excited children in school environment:</b></p> <ul style="list-style-type: none"> <li>• risk on severity – 3</li> <li>• who is most likely to be harmed – child</li> <li>• indicate a possible consequence should each hazard occur – broken bones/bruising/sprain/hyperventilation/bumps and bruises</li> <li>• measure to eliminate risk – activity rules/time out/chill out time.</li> </ul> | 6     | Award one mark for each correct identification up to a maximum of four. | Can accept 5 for severity if head injury linked to Death |
| 6        | (a) | (i) | <p><b>Qualitative data:</b></p> <ul style="list-style-type: none"> <li>• data to do with feelings</li> <li>• looks at depth at consumer's feelings, desires and perceptions difficult to measure.</li> </ul> <p><b>Quantitative data:</b></p> <ul style="list-style-type: none"> <li>• data to do with numbers</li> <li>• more structured information that is statistically measurable</li> <li>• sales/attendance figures.</li> </ul>  |       | 2x2   | Up to two marks for each of two explanations             |

| Question |     |      | Answer  | Marks | Guidance   |   |
|----------|-----|------|---|-------|--|---|
|          |     |      |   |       | Content  | Levels of response  |
| 6        | (a) | (ii) | <p><b>Qualitative data:</b><br/>Views of a class<br/>Views of a teacher<br/>Views of facilities</p> <p><b>Quantitative data:</b><br/>Attendance Data<br/>Number of sessions<br/>Session attended</p>  | 2     |  |   |
|          | (b) |      | <p>Indicative content:</p> <p>Pricing strategy:</p> <ul style="list-style-type: none"> <li>• competitive pricing</li> <li>• cost plus pricing</li> <li>• discount pricing</li> <li>• variable pricing.</li> </ul> <p><b>Level 1 (1–3 marks)</b><br/>Dance Yourself Dizzy like any leisure organisation needs to be aware of its pricing strategy. People are very aware of how much they pay for products and services, and if Dance Yourself Dizzy does not get the price correct people will go elsewhere for their products and services. A suitable pricing strategy would be competitive pricing so they are at the same price as others offering the same products, so it has an equal chance of gaining customers.</p> | 10    | <p><b>Level 3 (7–10 marks)</b><br/>Candidate will show a clear understanding of the question and include detailed identification and explanation of different pricing techniques. Candidate effectively discusses the features of relevant pricing techniques. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Level 2 (4–6 marks)</b><br/>Candidate discuss a number of pricing techniques. Candidates will show an understanding of the question and include explanations of possible pricing techniques. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and</p> | <p><b>Level 3 (7–10 marks)</b><br/>Identification/description implied/assumed<br/>Explanation/analysis/comparison of more than one point/both sides – 7 marks<br/>An evaluation/judgement without overall conclusion/prioritisation – 8 marks<br/>With overall supporting conclusion – 9/10 marks</p> <p><b>Level 2 (4–6 marks)</b><br/>No list – must be at least ‘describe’<br/>Description only – 4 marks<br/>Explanation/analysis – 5 marks<br/>Evaluative comment (because.... means that....) – 6 marks</p> <p><b>Level 1 (1–3 marks)</b><br/>List – maximum 2 marks<br/>2 identifications plus one</p> |

| Question |  |  | Answer   | Marks | Guidance   |  |
|----------|--|--|--|-------|--|--|
|          |  |  |  |       | Content  | Levels of response   |
|          |  |  | <p><b>Level 2 (4–6 marks)</b><br/>Dance Yourself Dizzy like any leisure organisation needs to be aware of its pricing strategy. People are very aware of how much they pay for products and services, and if Dance Yourself Dizzy does not get the price correct people will go elsewhere for their products and services. A suitable pricing strategy would be competitive pricing so they are at the same price as others offering the same products, so they have an equal chance of gaining customers. They could also offer discount pricing to get more people to come in and try, as they may be willing to join if its costs less.</p> <p><b>Level 3 (7–10 marks)</b><br/>Dance Yourself Dizzy as with any leisure organisation need to be aware of how price sensitive their customers are. It needs to ensure that if it is offering a similar product or service as other organisations that they are a similar price to the competition, unless they have anything that would allow them to charge more. They may have to use more</p> |       | <p>principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b><br/>Candidate identifies/describes pricing strategies. Information may be in the form of a list of pricing techniques. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>0 marks</b><br/>No response or no response worthy of credit.</p> | <p>description – 3 marks<br/>2 identifications and unsupported judgement – 3 marks</p> |

| Question |  |  | Answer  | Marks | Guidance |                    |
|----------|--|--|---|-------|----------|--------------------|
|          |  |  |   |       | Content  | Levels of response |
|          |  |  | <p>than one technique, and look at discount or variable pricing in order to encourage use of the facility and classes at off peak times, to ensure the fixed costs are being covered.</p> <p><b>They need to have a range of pricing techniques rather than just one to ensure that it can meet the needs of its customers.</b></p> |       |          |                    |



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