

Leisure Studies

Advanced GCE A2 H528

Advanced Subsidiary GCE AS H128

Mark Schemes for the Units

June 2007

H128/H528/MS/R/07

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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CONTENTS

Advanced GCE Leisure Studies (H528)

Advanced Subsidiary GCE Leisure Studies (H128)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
G182	Leisure industry practice	1
G184	Human resources in the leisure industry	19
*	Grade Thresholds	36

Mark Scheme G182
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

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1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

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- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
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d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
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- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Q	Question/Expected answer	Mark	Spec Ref	AO
1 (a)	<p>C.C. Cinemas (CCC) operates to the quality standard, Investors in People (IIP). State two features of the quality standard Investors in People (IIP).</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Ties training directly to business objectives (1). • Ties CPD directly to business objectives (1). • Resources are committed to training by the business (1). • Resources used effectively (1). • Benchmarking of good practice measurement of training and development against business performance (1). • Commitment to develop all employees (1). • Regular review of training needs (1). • Training commitment from induction throughout career of employee (1). • Evaluation of investment in training (1). • Any other valid suggestion. 	2	3.2.4	AO1
1 (b)	<p>List four criteria which may be used by the management of CCC to assess the suitability of one of its business systems.</p> <p><i>One mark for each correct identification up to a maximum of four identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Value for money (1). • Fitness for purpose (1). • Accuracy (1). • Efficiency (1). • Ease of use (1). • Security (1). • Legal requirements (1). • Any of valid suggestion. 	4	3.2.4	AO2

Q	Question/Expected answer	Mark	Spec Ref	AO
1 (c)	<p>Information systems aid decision making in leisure organisations. Discuss how the management of CCC could use information systems to support its decision making.</p> <p>Level 1 – (1-2 marks) Candidate identifies ways in which the management of a leisure facility could use an information system/describes an information system.</p> <p>Level 2 – (3-4 marks) Candidate applies knowledge of ways in which the management of CCC could use an information system in its decision making.</p> <p>Level 3 – (5-6 marks) Candidate explains/analyses how the management of CCC could use an information system to support its decision making.</p> <p>Level 4 – (7-8 marks) Candidate discuss/evaluates how the management of CCC could use an information system to support its decision making.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Function of IS: <ul style="list-style-type: none"> ○ receiving information; ○ storing information; ○ distributing information • Purpose of IS: <ul style="list-style-type: none"> ○ providing customer service; information; ○ providing management information. <p>Possible responses may include: Use above content as basis for candidate response. Any other valid suggestion.</p>	2 2 2 2	3.2.5	AO1 AO2 AO3 AO4

Q	Question/Expected answer	Mark	Spec Ref	AO
1 (d)	<p>Explain two benefits to the management of CCC of an Electronic Point of Sale (EPOS) system.</p> <p>Guidance – <i>since the question asks the candidate to explain the benefits their response should by its nature involved reflection and should explicitly or implicitly be justified rather than pure statements.</i></p> <p><i>One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two developments.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Improves stock control (1) – information given means lower levels of stock could be maintained (1), tying up less money (1). • Frees staff to concentrate on improving customer service (1). • Reduces possibility of fraud (1). • Allows management to monitor staff in terms of targets (1). • Provides immediate management sales/ admissions statistics and information (1). • Provides audit control of income received (1). • Frees staff to concentrate on customer service (1). • Allows management to monitor targets (1). • Reduced possibility of theft and fraud (1). • Improves stock control (1). • Any other valid suggestion. 	2 2	3.2.5	AO2 AO3

Q	Question/Expected answer	Mark	Spec Ref	AO
2 (a)	<p>Identify two features of the Working Time regulations.</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Aim of regulations of that staff should not work excessively long hours (1). • Excludes eg transport and emergency services (1). • EU set/wide (1). • Weekly limit of 48 hours (1). • Daily time limit of 8 hours (1). • Health assessment of night workers (1). • Weekly rest periods (1). • Daily rest periods (1). • Rest breaks at work (1). • Paid annual leave (1). • Specific provision for 16-18 year olds (1). • Any other valid suggestion. 	2	3.2.1	AO1

Q	Question/Expected answer	Mark	Spec Ref	AO
2 (b)	<p>Discuss the impact of the Health and Safety at Work Act (1974) on the day to day operations of the proposed All American Experience facilities.</p> <p>Level 1 – (1-2 marks) Candidate identifies/applies knowledge of the HSWA on the day to day operations of the All American Experience.</p> <p>Level 2 – (3-5 marks) Candidate explains/analyses the impact of the HSWA on the day to day operations of the All American Experience.</p> <p>Level 3 – (6-8 marks) Candidate discusses/evaluates the impact of the HSWA on the day to day operations of the All American Experience.</p> <p>Guidance – HSWA covers both employers and employees and the enforcement of the Act. The candidate should demonstrate their ability to draw from at least two of these areas in relation to operation practices.</p> <p>Guidance – Main points of act:</p> <p>Employers duties:</p> <ul style="list-style-type: none"> • Provide plant and equipment that is not a risk to health. • Ensure that work systems and practices are safe. • Ensure work environment regularly monitored. • Safe storage for substances that may be threat to health. • Provide written statement of safety policy. • Provide information and training to employees. <p>Employees duties:</p> <ul style="list-style-type: none"> • Take reasonable care to avoid injury to themselves and others. • Co-operate with their employers and outside bodies to ensure safety. • Not interfere or misuse equipment that is provided to ensure health and safety. <p>Enforcement:</p> <ul style="list-style-type: none"> • Enforced by Health and Safety Executive. • Inspectors can issue prohibition or improvement notice. • Inspector has power to seize anything that is imminent danger. <p>Level 2 – candidate mentions one facility only. Level 3 – candidate mentions two facilities.</p>	2 3 3	3.2.1	AO2 AO3 AO4

Q	Question/Expected answer	Mark	Spec Ref	AO
2 (c)	<p>A new attraction that CCC is planning to introduce is the film ‘sing-along’ night. This involves large numbers of people watching a classic musical film, dressing in fancy dress in line with the theme of the film and joining in with the songs of the film through the use of subtitles. These evenings often involve other activities, such as competitions and interviews with celebrities.</p> <p>Carry out a safety and security risk assessment, excluding theft, for this activity.</p> <p>In the risk assessment you must:</p> <ul style="list-style-type: none"> • Identify two hazards; • Rate probability on a scale of 1 (low) to 5 (high); • Rate the risk on a severity of 1 (low) to 5 (high); • Identify who is most likely to be harmed; • Indicate a possible consequence should each hazard occur. <p>Guidance – <i>There are twelve boxes within the risk assessment and a mark should be awarded (to a maximum of twelve marks) for each valid and appropriate point made within the box provided. Though there are a variety of possible correct responses please have in mind the following when awarding marks.</i></p> <ul style="list-style-type: none"> • <i>The response should be appropriate to the case study and the example given within the question.</i> • <i>A hazard identified should be appropriate and be a hazard and not the risk of something occurring.</i> • <i>The level of risk within the ranking should reflect the hazard identified when applied appropriately.</i> • <i>The risk is followed through logically in the completion of the grid with realistic and appropriate responses being given.</i> 	2 4 4 2	3.2.1	AO1 AO2 AO3 AO4

Q	Question/Expected answer	Mark	Spec Ref	AO
3 (a) (i)	<p>Explain each of the following terms in relation to the proposed All American Experience facilities:</p> <p>Product life-cycle.</p> <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Concept that the product in relation to sales (1) passes through distinctive stages of development (1), launch (1), growth (1), saturation (1) and decline (1)”. Any other valid suggestion.</p>	2	3.2.2	AO1 AO2 AO3
3 (a) (ii)	<p>Competitive pricing.</p> <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Level of price set often determined within the competition within a market (1). This normally reflects similar/same type of product within a market (1).” Any other valid suggestion.</p>	2	3.2.2	
3 (a) (iii)	<p>Direct marketing.</p> <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Operation of personal channels of communication directly to one customer (1). Includes: direct mail (1), telemarketing (1), door-to-door (1) and media direct response (1).”</p>	2	3.2.2	

Q	Question/Expected answer	Mark	Spec Ref	AO
3 (b)	<p>When planning the All American Experience, CCC undertook a SWOT analysis. Discuss the usefulness of a SWOT analysis to CCC when planning this new venture.</p> <p>Level 1 – (1-2 marks) Candidate identifies the usefulness of a SWOT analysis to CCC when planning its new venture.</p> <p>Level 2 – (3-4 marks) Candidate applies their knowledge of the usefulness of a SWOT analysis to CCC when planning its new venture.</p> <p>Level 3 – (5-7 marks) Candidate explains/analyses the usefulness of a SWOT analysis to CCC when planning its new venture.</p> <p>Level 4 – (8-10 marks) Candidate discusses/evaluates the usefulness of a SWOT analysis to CCC when planning its new venture.</p> <p>Possible responses may include: Both sides of SWOT – positive and negative. Dynamic business environment. Only snap shot in time. Should be honest and objective or not of value. Any other valid suggestion.</p>	2 2 3 3	3.2.2	AO1 AO2 AO3 AO4
3 (c)	<p>State two types of suitable advertising that could be used by CCC to promote its new All American Experience facilities.</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Press (1). • Television (1). • Radio (1). • Billboard (1). • Leaflet (1). • Internet (1). • Point of sale material (1). • Any other valid suggestion 	2	3.2.2	AO2

Q	Question/Expected answer	Mark	Spec Ref	AO
4 (a) (i)	<p>Fig 2 of the case study shows an extract from the budget for CCC's Darlington cinema centre. The budget shows expense headings and budget periods showing 'budget' and 'actual' figures.</p> <p>State two other expense headings, not shown in Fig 2. that would normally be found on a budget such as that for Darlington Cinema.</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Business rates (1). • Postage (1). • Stationary (1). • Travel (1). • Maintenance (1). • Insurance (1). • Repair and maintenance (1). • Travel and transport (1). • Any other valid suggestion. 	2	3.2.3	AO1

Q	Question/Expected answer	Mark	Spec Ref	AO
4 (a) (ii)	<p>Assess how CCC could use the information from the budget in Fig 2 in order to monitor its overall financial performance.</p> <p><i>Guidance – Allow most reasonable statements of expenditure that fall within the context of the case study eg council tax, replacement of stock, office sundries, planned maintenance etc.</i></p> <p>Level 1 – (1-2 marks) Candidate briefly identifies how that information from a budget could be used within financial planning.</p> <p>Level 2 – (3-4 marks) Candidate applies knowledge of budgets and their use within financial planning.</p> <p>Level 3 – (5-6 marks) Candidate explains/analyses how CCC could use the information from the budget within its financial planning.</p> <p>Level 4 – (7-8 marks) Candidate discusses/evaluates how CCC could use the information from the budget within its financial planning.</p> <p>Possible responses may include: Both sides to budget. Comparison can be made between actual and budget so decisions can be made. Info can be used to allow future monitoring. Interfirm comparisons can be made to monitor use of budgets in different areas. Highlights variances/limiting factors. Any other valid suggestion.</p>	2 2 2 2	3.2.3	AO1 AO2 AO3 AO4

Q	Question/Expected answer	Mark	Spec Ref	AO
4 (b) (i)	<p>Explain the following terminology used in the case study:</p> <ul style="list-style-type: none"> • Turnover (line 21). <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Total amount of income (1) an organisation has made through sales (1).” Any other valid suggestion.</p>	2	3.2.3	AO1
4 (b) (ii)	<ul style="list-style-type: none"> • Gross Profit (line 22). <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Is the amount of money (1) an organisation has left over when the cost of sales has been deducted from the turnover (1).” Any other valid suggestion.</p>	2	3.2.3	AO1
4 (b) (iii)	<ul style="list-style-type: none"> • Depreciation (line 20). <p><i>Up to two marks.</i></p> <p>Possible responses may include: “The amount of money (1) that is deducted from the value of capital asset for ‘wear and tear (1).” Any other valid suggestion.</p>	2	3.2.3	AO1
4 (b) (iv)	<ul style="list-style-type: none"> • Capital (line 22). <p><i>Up to two marks.</i></p> <p>Possible responses may include: “Money which has been invested (1) in the company by owners and shareholders (1).” (If reference is made to this being held in assets accept as valid.) Any other valid suggestion.</p>	2	3.2.3	AO1

Q	Question/Expected answer	Mark	Spec Ref	AO
5 (a)	<p>CCC is planning ‘sing-along’ themes nights at some of its cinemas. Suggest two other special events that any CCC facility could organise.</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Guidance – <i>there are numerous responses that are valid please give some benefit of the doubt, however, the suggestions given by the candidate should be reasonable sat as special events and be applicable to the context of the case study.</i></p> <p>Possible responses may include: Grease tribute night – American Diner Rock (1) and Roll theme night – All American Experience (1). Any other valid suggestion.</p>	2	3.2.3	AO2
5 (b)	<p>Identify two sources of revenue at any CCC facility.</p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Guidance – <i>as above there are a good range of answers, but the response given should be applicable to case study.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • Ticket sales (1). • Membership fees (1). • Sale of souvenirs (1). • Bookings (1). • Sale of refreshment (1). • Gaming sources (1). • Any other valid suggestion. 	2	3.2.3	AO2

Q	Question/Expected answer	Mark	Spec Ref	AO
5 (c)	<p>Discuss how the management of CCC could assess the performance of each of its facilities cost centres.</p> <p>Level 1 – (1-2 marks) Candidate identifies ways in which CCC could assess the performance of each of its facilities/cost centres.</p> <p>Level 2 – (3-4 marks) Candidate applies knowledge of how CCC could assess the performance of each of its facilities/cost centres.</p> <p>Level 3 – (5-6 marks) Candidate explains/analyses how the management of CCC could assess the performance of each of its facilities/cost centres.</p> <p>Level 4 – (7-8 marks) Candidate discusses/evaluates how the management of CCC could assess the performance of each of its facilities/cost centres.</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Increase in sales. • Spending per visitor. • Increase revenue/profit. • Increase in visitor numbers. • Turnover. • Performance indicators – eg operating costs: total income. • Performance indicators – eg staff costs: total income. • Any other valid suggestion. <p>Possible responses may include: May include qualitative and quantitative information. Interim comparison. Year on year comparison. Any other valid suggestion.</p>	2 2 2 2	3.2.3/ 3.2.2 (3.2.5/ 3.2.2/ 3.2.1)	AO1 AO2 AO3 AO4

Q	Question/Expected answer	Mark	Spec Ref	AO
5 (d)	<p>Using a PEST analysis discuss the impact of CCC opening one of its All American Experience facilities in your area.</p> <p>Level 1 – (1- 2 marks) The candidate demonstrates knowledge of the use of a PEST analysis, with appropriate suggestions, if limited, as to their geographical area.</p> <p>Level 2 – (3-4 marks) The candidate applies their knowledge and understanding to the application of PEST analysis; appropriate examples are given for the elements which are applicable to the case study.</p> <p>Level 3 – (5-8 marks) The candidate explains/analyses the function of PEST analysis and its use within a vocational context providing actual examples from their geographical area as a point of comparison or reflection.</p> <p>Level 4 – (9-12 marks) The candidate discusses/evaluates the use of a PEST analysis by CCC. This must include an appropriate developed or argued response of the application by the candidate to their own geographical area.</p> <p>The range of factors that could/should be considered within the response are:</p> <ul style="list-style-type: none"> • Political – the relationship between the public and private bodies: planning authorities; transit authorities; the local community; pressure groups. Legislation and the legislative bodies. • Economic – disposable income locally and or nationally; state of economy eg in economic cycle; levels of investment; interest rates; inflation; exchange rates. • Social – appropriate demographic factors such as age of population, spread of age and peaks in age distribution; social attitudes. • Technical – usability of transit system; telecommunications. <p>Possible responses may include: Must look at all four elements of PEST in relation to AAE and the local area of the candidate. Any other valid suggestion.</p>	2 2 4 4	3.2.2	AO1 AO2 AO3 AO4

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1 (a) (i)	<p>State three other reasons why leisure organisations such as Dalehead Aqua Park might need to recruit staff.</p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • growth (1); • seasonality (1); • changing job roles (1); • natural wastage (allow only if none of the below appear) (1); • internal promotion (1); • resignation (1); • retirement (1); • any other valid suggestion. 	3	5.2.3	AO1
1 (a) (ii)	<p>Identify the three key stages which should proceed dismissal.</p> <p><i>One mark for the correct identification of a stage in the process up to a maximum of three identifications.</i></p> <p>Possible responses may include:</p> <p>Stage 1 – An oral warning (1);</p> <p>Stage 2 – A formal written warning (1);</p> <p>Stage 3 – A final written warning (1);</p> <p>Any other valid suggestion.</p>	3	5.2.6	AO1
1 (a) (iii)	<p>Explain using examples two reasons why Dalehead Aqua Park may fairly dismiss staff.</p> <p><i>One mark for each explanation of a reason for fair dismissal, to a maximum of two marks. Up to two marks for an appropriate reason why DAP may dismiss staff.</i></p> <p>Possible responses may include.</p> <p>Fair dismissal is the termination of an employee's contract of employment (1) due to unsatisfactory performance (1) eg lack of PLG qualifications for pool lifeguards(1)</p> <p>Any other valid suggestions</p>	4	5.2.6	AO2

Q	Question/Expected Answer	Mark	Spec Ref	AO
1 (b)	<p>Discuss how the information in the job description could be used by potential applicants and Bob Doherty during the recruitment and selection process.</p> <p>Level 1 – (1-2 marks) <i>Candidate identifies possible uses of job descriptions during the recruitment and selection process.</i></p> <p>Level 2 – (3-4 marks) <i>Candidate applies knowledge to the case study in terms of how Bob Doherty or the applicant may use a job description during the recruitment and selection process.</i></p> <p>Level 3 – (5-6 marks) <i>Candidate analyses how the information in the job description might be used by both the applicant and the organisation.</i></p> <p>Level 4 – (7-8 marks) <i>Candidate evaluates/makes judgements about how the information might be used by the applicant and the organisation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • the job title allows the applicant to assess the level of responsibility within the organisation; • the duties are clearly explained enabling applicants to determine whether they meet what is required; • gives the chain of command, applicants can see who they would report to, and whether they would be responsible for any staff; • gives the name of the organisation, applicants can research the organisation before applying; • the location of the job is given so candidates can decide if they can get to the facility or need to relocate; • gives the applicants some useful information about the job and should therefore reduce unsuitable applications; • can be used before the interview as part of the shortlisting process; • can be used during the interview as a reference document when asking the candidate questions; • can be referred to when producing a recruitment advertisement; • any other valid suggestion. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p>	5.2.3	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>

Q	Question/Expected Answer	Mark	Spec Ref	AO
1 (c)	<p>Discuss how Bob Doherty might make use of a person specification during the selection process.</p> <p>Level 1 – (1-2 marks) <i>Candidate identifies appropriate uses of the person specification in the selection process and applies them to the case study.</i></p> <p>Level 2 – (3-5 marks) <i>Candidate provides a detailed explanation of how the person specification could be used in the selection process, giving examples where appropriate.</i></p> <p>Level 3 – (6-8 marks) <i>Candidate draws conclusions/makes judgements about how the person specification might be used during the interview process.</i></p> <p>Possible responses may include: At lower levels responses are likely to be limited to basic statements such as: Can ask questions based on the person specification. Can use it to score candidates.</p> <p>At higher levels candidates should provide detailed responses such as: The interviewer can look at the person specification before the interview and decide what parts do not need to be looked for during the interview as they have already been covered (eg on the application form). The questions asked should then relate directly to the requirements of the person specification. The person specification should state whether the attribute is either essential or desirable. This should enable the interviewer to find out if the candidate meets the requirements set. Any other valid suggestion.</p>	8	5.2.3	AO1 AO2 AO3 AO4

Q	Question/Expected Answer	Mark	Spec Ref	AO
1 (d)	<p>Evaluate the consequences to Dalehead Aqua Park of failing to follow legal and ethical responsibilities when recruiting and selecting staff.</p> <p>Level 1 – (1-2 marks) <i>Candidate demonstrates knowledge of legal and/or ethical responsibilities relating to the recruitment and selection of staff.</i></p> <p>Level 2 – (3-4 marks) <i>Candidate applies knowledge and understanding of legal and/or ethical responsibilities relating to the recruitment and selection of staff to the case study.</i></p> <p>Level 3 – (5-7 marks) <i>Candidate analyses the consequences of failing to follow both legal and/or ethical responsibilities and draws reasoned conclusions and judgements relating to the consequences within the context of the case study.</i></p> <p>Level 4 – (8-10 marks) <i>Candidate analyses the consequences of failing to follow both legal and ethical responsibilities and draws reasoned conclusions and judgements relating to the consequences within the context of the case study.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • unsuccessful applicant (internal or external) could take them to an Industrial Tribunal if a law is broken; • unsuccessful internal staff might start a grievance action; • might lead to an increase in staff turnover (a problem for Dalehead) due to unethical practices; • could be fined if law is broken; • could result in bad publicity – could lead to both a loss in custom and a shortage of applicants for future job vacancies; • employing the wrong candidate might affect the performance of the facility; • might affect staff morale; • might have little affect on Dalehead, existing staff might be unaware of law. • any other valid suggestion. 	<p>2</p> <p>2</p> <p>3</p> <p>3</p>	5.2.3	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>

Q	Question/Expected Answer	Mark	Spec Ref	AO
2 (a)	<p>Explain what might be included in an induction programme that would meet the needs of both Dalehead Aqua Park and the new Pool Supervisor/Lifeguard. Justify your answer.</p> <p>Level 1 – (1-2 marks) Candidate demonstrates knowledge of contents of induction programmes.</p> <p>Level 2 – (3-4 marks) Candidate applies knowledge and understanding of induction programme(s) to the position of pool supervisor and Dalehead Aqua Park.</p> <p>Level 3 – (5-7 marks) Candidate analyses the possible contents of the induction programme(s) within the context of the case study.</p> <p>Level 4 – (8-10 marks) Candidate evaluates/make judgements about what might be in the induction programme(s) and justifies their inclusion, within the context of the case study.</p> <p>Possible responses may include: On arrival/first hour;</p> <ul style="list-style-type: none"> • meet staff; • tour of the facilities; • staff welfare facilities; • name badge, uniform; • issue of induction pack. <p>First day;</p> <ul style="list-style-type: none"> • organisational structure – chain of command; • background to the organisation – history, products and service, aims and objectives; • health and safety issues – fire procedures, first aid, COSHH; • security issues – customer and personal; • pay systems, hours, clocking in, time keeping and staff rota, break entitlement. <p>First week;</p> <ul style="list-style-type: none"> • personal appearance and standards; • holiday entitlement, pension arrangements; • appraisals; • house keeping; • review/assessment/evaluation of induction training. <p>Any other valid suggestion.</p>	<p>2 2 3 3</p>	5.2.4	<p>AO1 AO2 AO3 AO4</p>

Q	Question/Expected Answer	Mark	Spec Ref	AO
2 (b)	<p>The new Pool Supervisor has been appointed on a permanent full time basis. Discuss the appropriateness of different types of employment opportunities at Dalehead Aqua Park.</p> <p>Level 1 – (1-2 marks) Candidate demonstrates knowledge of different methods of employment.</p> <p>Level 2 – (3-4 marks) Candidate applies knowledge to the context of the Dalehead Aqua Park, making reference to the organisation structure, the opening times and the nature of the organisation.</p> <p>Level 3 – (5-8 marks) Candidate analyses the strengths and weaknesses of a range of employment types within the context of the case study.</p> <p>Level 4 – (9-12 marks) Candidate draws reasoned conclusions and judgements about the appropriateness of different types of employment on the organisation in the case study, clearly based on their analysis.</p> <p>Possible responses may include:</p> <p><u>Full time employees:</u></p> <p>Advantages include – are core workers, will work all-year-round, should be more motivated (job security), will be fully trained and work efficiently and effectively (save costs of recruitment, selection and training) and should be more flexible in roles they can perform, can help train new part-time or seasonal employees, provide continuity from one peak season to another.</p> <p>Disadvantages might include – relatively expensive to employ, demand for product/service difficult to predict, therefore might be times when they are under-utilised, more difficult to lay off if demand for the product falls.</p> <p><u>Part-time/seasonal.</u></p> <p>Advantages- more flexible workforce may be able to respond to market demand, may be a greater supply of workers (female/students in summer months) who may only want this type of employment, generally remuneration packages are lower – labour costs a significant proportion of total costs therefore need to control carefully.</p> <p>Disadvantages include increased labour turnover – increased recruitment, selection and training costs, lower motivation (job insecurity), shortage of labour may lead to need for more permanent, full-time employment.</p> <p>Accept other valid suggestions, types eg self-employed.</p>	2 2 4 4	5.2.1	AO1 AO2 AO3 AO4

Q	Question/Expected Answer	Mark	Spec Ref	AO
3 (a) (i)	<p>Explain what is meant by the term ‘mentoring’.</p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p>Possible responses may include: Mentoring is a method of training that involves a trainee/new employee being paired with a more experienced employee in a supportive role. The trainee carries out the job but uses the “mentor” to discuss problems that may occur and how best to solve them. Any other valid suggestion. Award one mark for basic understanding of a form of training, two marks if shows knowledge of pairing with another employee, and three marks for reference to discussion of problems.</p>	3	5.2.4	AO1
3(a)(ii)	<p>Distinguish between non-transferable and transferable skills.</p> <p><i>Up to two marks for an explanation of each term. Award maximum marks only if explanations clearly distinguish between the two terms.</i></p> <p>Possible responses may include: Non-transferable skills: traditional, narrow job specific ability/competence to carry out a task in the workplace eg chef, lifeguard, limited to a narrow specialist area of operation. Transferable skills: more generic skills which can be applied to a wide range of roles within the workplace, eg communication, problem-solving, ICT, working with others. Leads to a more flexible workforce. Any other valid suggestions. Award one mark for a clear understanding of each term, to a maximum of two marks. Award one mark for an example of each skill, to a maximum of two marks, or for an answer that shows good understanding of both terms.</p>	4	5.2.4	AO1

Q	Question/Expected Answer	Mark	Spec Ref	AO
3 (a) (iii)	<p>Discuss whether or not Dalehead Aqua Park should implement an in-house training programme.</p> <p>Level 1 – (1-2 marks) Candidate demonstrates knowledge of in-house training programmes in leisure organisations and applies this to Dalehead Aqua Park.</p> <p>Level 2 – (3-5 marks) Candidate analyses both the benefits and drawbacks of in-house training programmes within the context of the case study.</p> <p>Level 3 – (6-8 marks) Candidate evaluates both the benefits and drawbacks of in-house training programmes within the context of the case study and draws reasoned conclusions as to whether DAP should implement an in-house training programme.</p> <p>Possible responses may include: Candidate only needs to demonstrate the appropriate skill in relation to either benefits or drawbacks in order to access to bottom of each levels 2 & 3. Knowledge – in-house training is either on the job or off the job training that takes place within the organisation.</p> <p>Benefits:</p> <ul style="list-style-type: none"> • training can be tailored to the specific needs of the organisation; • can focus on non-transferable skills, so less risk of “training staff to leave;” • if carried out by existing staff should pass on “best practice;” • can immediately check on trainees “improved performance.” <p>Drawbacks:</p> <ul style="list-style-type: none"> • increase in costs if trainer and trainee are taken off the job to carry out the training (opportunity cost), especially in a small business like DAP; • if training is carried out by existing employees – may pass on bad habits and be ineffective at improving performance; • if centred on transferable skills, staff may leave for better job; • if turnover still high, lose the benefit of training; • competition for places might demotivate some staff. <p>For Level 3 candidate must refer specifically to the benefits and drawback of in-house training. If answer on general training award Level 1 maximum. Any other valid suggestion.</p>	2 3 3	5.2.4	AO2 AO3 AO4

Q	Question/Expected Answer	Mark	Spec Ref	AO
3 (b)	<p>Evaluate the extent to which the introduction of performance management might improve the motivation of the workforce of Dalehead Aqua Park.</p> <p>Level 1 – (1-2 marks) Candidate demonstrates knowledge of performance management and/or motivation.</p> <p>Level 2 – (3-4 marks) Candidate applies their knowledge of performance management and/or motivation in the context of the case.</p> <p>Level 3 – (5-8 marks) Candidate analyses both benefits and limitations, of performance management on the motivation of the workforce.</p> <p>Level 4 – (9-12 marks) Candidate makes reasoned conclusions/judgements as to the extent to which performance management motivates employees.</p> <p>Candidate should analyse the links between performance management and motivation for staff at DAP.</p> <p>Candidate only needs to demonstrate the appropriate skill in relation to either performance management or motivation in order to access the bottom mark in each of these two levels.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • implies recognition of achievement is a key aspect of PM and plays a key role in motivation; • PM focuses on non-financial aspects of performance – seen as powerful motivator; • PM should result in target setting and clear objectives for employees; • PM should lead to the identification of personal training and development plans (self-actualisation); • PM involves two-way communication; • could be linked to performance related pay. 	<p>2 2 4 4</p>	5.2.6	<p>AO1 AO2 AO3 AO4</p>

Q	Question/Expected Answer	Mark	Spec Ref	AO
	<p>But depends on:</p> <ul style="list-style-type: none">• attitudes of both employer and employee. (sudden introduction);• might depend on the frequency/regularity of appraisals.• part-time/seasonal staff may be more interested in purely financial motivators.• all staff might be more motivated by other motivational factors such as job enrichment.• staff may feel threatened by them• success might depend on the skills of the appraiser. <p>Any other valid suggestions.</p>			

Q	Question/Expected Answer	Mark	Spec Ref	AO
4 (a) (i)	<p>Identify one internal issue and one external issue which might affect human resource planning at Dalehead Aqua Park.</p> <p><i>Award one mark for an identification of an internal issue, plus one mark for the identification of an external use.</i></p> <p>Possible responses may include</p> <p>Internal issues:</p> <ul style="list-style-type: none"> • organisational structure (1); • responses to customer trends (1); • levels of motivation (1); • staff turnover (1); • sickness rates and absenteeism (1); • any other valid suggestion. <p>External issues:</p> <ul style="list-style-type: none"> • the economy, in terms of interest rate, inflation and unemployment (1); • employment trends (1); • skills shortages and surpluses (1); • competition for job seekers (1); • market demand (1); • location (1); • seasonality (1); • any other valid suggestion. 	2	5.2.2	AO1

Q	Question/Expected Answer	Mark	Spec Ref	AO
4 (a) (ii)	<p>Discuss how each of the issues identified in 4ai might affect human resource planning at Dalehead Aqua Park.</p> <p>Level 1 – (1-2 marks) Candidate demonstrates/applies knowledge and understanding of external and/or internal issues likely to affect human resource planning at Dalehead Aqua Park.</p> <p>Level 2 – (3-6 marks) Candidate analyses how the external and internal issues might affect human resource planning at Dalehead Aqua Park.</p> <p>Level 3 – (7-10 marks) Candidate evaluates/draws conclusions the likely extent to which the internal and external issues might affect human resource planning at Dalehead Aqua Park, based on their analysis.</p> <p>The candidate only needs to demonstrate the appropriate skill in relation to either internal or external issues in order to access the bottom mark in each of these two levels.</p> <p>Answers should relate to their affect on human resource planning not on the general operation of the facility eg levels of customer service.</p> <p>Possible responses may include:</p> <p><i>The economic climate:</i></p> <ul style="list-style-type: none"> • high employment levels might mean an increase in remuneration packages; • falling/increasing rate of interest will have an effect on costs therefore might impact on finance for labour costs, training; • uncertainty might lead to a more flexible workforce being employed, change methods of employment. 	2 4 4	5.2.2	AO2 AO3 AO4

Q	Question/Expected Answer	Mark	Spec Ref	AO
	<p><i>Skills shortages:</i></p> <ul style="list-style-type: none"> • might need to improve remuneration packages to attract staff from other facilities, but might be expensive relative to size of facility; • implement in-house or external training programmes to overcome the problems, unlikely to have skills to train people, expensive in short-term; • might need to look outside the area for staff, but type of employment a problem – part-time, seasonal; • offer more full-time positions to retain key staff. <p><i>Consumer trends:</i></p> <ul style="list-style-type: none"> • increase in short breaks might mean more staff employed all-year round to cope with demand; • trends change quickly in the leisure industry; therefore they need to respond quickly by having a very flexible workforce. <p><i>The organisational structure:</i></p> <ul style="list-style-type: none"> • it has a relatively flat organisational structure limiting promotional opportunities so they might have to motivate staff by other means in order to retain them; • the structure is functional, based on specialist job roles, and might limit the flexibility of the workforce. <p>Any other valid suggestions.</p>			

Q	Question/Expected Answer	Mark	Spec Ref	AO
4 (b)	<p>State three different uses Dalehead Aqua Park could make of ICT within the human resources function.</p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> • on-line recruitment – recruitment advertisements (1); • on-line recruitment – on-line application forms (1); • on-line human resource planning – monitoring job vacancies in the leisure industry (1); • on-line human resource planning – monitoring wages and salaries in the industry (1); • monitoring sickness rates and absenteeism (1); • keeping records of training and development (1); • payroll systems (1). • any other valid suggestion. 	3	5.2.7	AO2

**GCE Leisure Studies (H128/H528)
June 2007 Assessment Series**

Coursework Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
G180	Raw	50	40	35	30	25	21	0
	UMS	100	80	70	60	50	40	0
G181	Raw	50	40	35	30	25	21	0
	UMS	100	80	70	60	50	40	0
G183	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G185	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0

Examined Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
G182	Raw	100	71	62	53	44	35	0
	UMS	100	80	70	60	50	40	0
G184	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE (H128):

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced GCE (H528):

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Cumulative Percentage in Grade

Advanced Subsidiary GCE (H128):

A	B	C	D	E	U
1.10	10.75	29.39	51.10	73.68	100
There were 496 candidates aggregating in June 2007.					

Advanced GCE (H528):

A	B	C	D	E	U
2.06	15.88	41.47	71.47	89.12	100
There were 346 candidates aggregating in June 2007.					

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication.

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