

**Leisure Studies**

Advanced GCE

Unit **G184**: Unit 5: Human Resources in the Leisure Industry

**Mark Scheme for June 2011**

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Question	Expected Answer	Marks	Additional Guidance
1	<p>Employment can take many forms. Explain what each type of employment means and, using a leisure organisation you have studied, suggest an appropriate job role for each employment type.</p> <p>Full-Time Employed for work on a daily basis doing just under 40 hours a week [1].</p> <p>Part-Time Only works limited hours per week usually less than 30 but these are set and the same number every week [1].</p> <p>Seasonal One works at certain times of the year, usually on a short term contract [1].</p>	<p>[6] [6*1]</p>	
2	<p>(a) What is meant by each of the following terms?</p> <p>Recruitment The process of attracting a sufficient number of well qualified candidates to fill the requirements of the job [1].</p> <p>Selection The process of ensuring the best suited person is selected for the position on offer [1].</p>	<p>[2] [2*1]</p>	One mark for each of two appropriate statements.
	<p>(b) Discuss the effectiveness of T-4-2's recruitment and selection process.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Level 1: [1–4 marks]</b> Candidate identifies/describes T-4-2's recruitment and selection process. Information may be in the form of a list of stages. There is little or no attempt to draw valid conclusions. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	<p>[12]</p>	

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Level 2: [5–8 marks]</b>  Candidate describes how T-4-2 recruits and selects its staff. Candidates will show an understanding of the question and include explanations related to a number of key ways with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 3: [9–12 marks]</b>  Candidate will show a clear understanding of the question and include detailed identification and explanation of T-4-2's recruitment and selection process. Candidate effectively draws valid conclusions of the process. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material is clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way that directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Indicative content:</b></p> <p>Recruitment:</p> <ul style="list-style-type: none"> <li>• cheap</li> <li>• easy to implement</li> <li>• quick to implement</li> <li>• lacking detail of job and roles and responsibilities</li> <li>• does not comply with age discrimination legislation</li> </ul>		

Question	Expected Answer	Marks	Additional Guidance
	<ul style="list-style-type: none"> <li>• lacking focus</li> <li>• only a very small audience can see it limiting applicants.</li> </ul> <p>Selection:</p> <ul style="list-style-type: none"> <li>• lacking professionalism</li> <li>• application documents asked for but not used</li> <li>• no rigour</li> <li>• no checking on backgrounds of individuals</li> <li>• no formal process</li> <li>• does not weed out potentially poor staff.</li> </ul> <p><b>Exemplar Answer</b></p> <p><b>Level 1: [1–4 marks]</b>  T-4-2 recruits staff using a very simple method. They advertise within the shop itself using a straightforward advertisement. The manager Sara then talks to the potential staff to find out if they are good enough for the job. A CV is asked for, this will give Sara a summary about them. It is a cheap and quick method for T-4-2 to use.</p> <p><b>Level 2: [5–8 marks]</b>  T-4-2 recruits staff using a very simple method, it advertises within the shop itself using a straightforward advertisement. This is good as it is cheap, easy to do and can be done whenever it needs staff, although it looks unprofessional. The manager, Sara, then talks to the potential staff to find out if they are good enough for the job. This discussion lacks focus and may not provide the necessary information – resulting in the wrong people getting the job. A CV is asked for. This will give Sara a summary about them; however, she fails to collect the CV. She is missing out on vital information and in particular references from previous employers which could tell her more about the people. It is a cheap and quick method for T-4-2 to use.</p>		

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	<p><b>Level 3: [9–12 marks]</b>            The T-4-2 recruitment and selection process is very basic and simple. The use of local advertisements placed within the facility itself, followed by the collection of a CV and a discussion with the manager. The process is cheap and easy to implement, as no specialist skills are needed to do the recruitment. However, T-4-2 has left itself open to potential problems as the advertisement it uses does not comply with age discrimination legislation, and potentially T-4-2 could be taken to court. The advertisement can only be seen by a very small audience, limiting applicants. Although Sara asks for application documents they are not used, producing a system without rigour, and there is no checking on the backgrounds of individuals so T-4-2 could employ people who have already shown themselves to be wrong for a similar type job. The system lacks professionalism and does not weed out potentially poor staff. Although cheap in the long run, it may cost the business money through selecting the wrong staff.</p>		
(c)	<p>Assess the impact on leisure organisations such as T-4-2 of employing poorly performing employees in customer service positions.</p> <p><b>0 marks</b>            No response or no response worthy of credit.</p> <p><b>Level 1: [1–4 marks]</b>            Candidate identifies/describes the impact on leisure organisations such as T-4-2 of employing poorly performing employees in customer service positions. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions.</p> <p><b>Level 2: [5–8 marks]</b>            Candidate describes the impact on leisure organisations such as T-4-2 of employing poorly performing employees in customer service positions. Candidates will show an understanding of the question</p>	[12]	<b><i>Must focus on the effects on the business not on the employees</i></b>

Question	Expected Answer	Marks	Additional Guidance
	<p>and include explanations related to a number of impacts with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used.</p> <p><b>Level 3: [9–12 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the impact of employing poorly performing employees in customer service positions in organisations such as T-4-2. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• cost in time to train</li> <li>• cost in money to train</li> <li>• ongoing process as higher staff turnover</li> <li>• poor customer service</li> <li>• loss of customers</li> <li>• reputation lost</li> <li>• implications legally if health and safety not abided by staff</li> <li>• difficulties in recruiting good staff due to reputation.</li> </ul> <p><b>Exemplar Answer</b></p> <p><b>Level 1: [1–4 marks]</b> Customer service is about meeting or exceeding the needs of your customers. If T-4-2 is to get customers coming back time and time</p>	[12]	

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	<p>again it needs to have good customer service. If T-4-2 employs poorly performing employees in customer service positions, it will show and customers will have a poor experience and then not return to the business.</p> <p><b>Level 2: [5–8 marks]</b> Customer service is about meeting or exceeding the needs of your customers. If T-4-2 is to get customers coming back time and time again it needs to have good customer service. If the people employed do not have the necessary skills already it will cost T-4-2 time to train them up to the necessary level. This will also cost in money to train them to the necessary level. Whilst this is happening T-4-2 may also be down on staffing, so the experience the customers receive may also be down resulting in a lack of repeat custom. This affects the reputation of T-4-2 both as a provider and as an employer, which may result in a loss of custom and difficulties in the recruitment of further staff. Health and safety may also be an issue as staff are not trained well enough and may hurt themselves.</p> <p><b>Level 3: [9–12 marks]</b> Customer service is about meeting or exceeding the needs of your customers. If T-4-2 is to get customers coming back time and time again it needs to have good customer service. The people employed do not have the necessary skills already so it will cost T-4-2 time to train them up to the necessary level. This will also cost in money to train them to the necessary level. Whilst this is happening T-4-2 may also be down on staffing so the experience the customers receive may also be down resulting in a lack of repeat custom. This affects the reputation of T-4-2 both as a provider and as an employer, which may result in a loss of custom and difficulties in the recruitment of further staff. Health and safety may also be an issue as staff are not trained well enough and may hurt themselves and then could go on to sue T-4-2 which would cost it additional money in terms of</p>		

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	<p>insurance premiums. Customers could also take legal action if an accident happened due to a lack of staff training. As well as legal action this has the potential to affect T-4-2's overall reputation. Overall the recruitment of poorly trained staff is negative for T-4-2 and it would be better paying higher wages for better qualified staff.</p>		
3	<p>(a) Sara Sewell has decided that the growing level of absenteeism and high staff turnover amongst the seasonal staff should be a priority for T-4-2. She decides to use motivational techniques to reduce absenteeism and staff turnover.</p> <p>Discuss the effectiveness of job enrichment as a motivational technique at T-4-2.</p> <p><b>0 marks:</b> No response or no response worthy of credit.</p> <p><b>Level 1: [1–4 marks]</b> Candidate identifies/describes job enrichment. 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: [5–8 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of how job enrichment could be used as a motivational technique at T-4-2. Candidate effectively discusses the impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge.</p>	[8]	<i>Must be about job enrichment, only award credit for this not for discussing other methods</i>

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• job enrichment where an employee's jobs are redesigned to provide more challenge and more complex tasks</li> <li>• designed to use all of an individual's abilities</li> <li>• gives individual greater responsibilities</li> <li>• gives individuals the opportunities to solve problems</li> <li>• individuals may not have the skills to carry out the tasks</li> <li>• individuals may feel used as they get no additional money</li> <li>• Individuals may not want greater responsibility</li> <li>• may cause conflict in the workplace between workers.</li> </ul> <p><b>Exemplar response</b></p> <p><b>Level 1: [1–4 marks]</b>  Job enrichment is where employees' jobs are redesigned to provide them with more challenge and more complex tasks. By allowing employees to do more tasks at a higher level staff motivation may increase and productivity in terms of service at T-4-2 may go up. However, the staff need to have the skills to do this and T-4-2 needs to recognise that individuals may not want greater responsibility and do not wish to have increased workloads for no extra money.</p> <p><b>Level 2: [5–8 marks]</b>  Job enrichment where employees' jobs are redesigned to provide them with more challenge and more complex tasks. It is designed to use all of an individual's abilities and gives individual greater responsibilities and the opportunities to solve problems, so it provides motivated staff which would benefit T-4-2. However, without the correct training, staff may not have the skills to carry out the tasks, and feel out of their depth, and it may cost T-4-2 money to train them sufficiently. They also may feel used, as they get no additional money for the additional responsibility. Some staff may not want greater responsibility, and it may cause conflict in the workplace between workers. Job enrichment is a good method for motivated staff; however, T-4-2 should not use it for an unskilled staff member as it may result in demotivating them rather than motivating.</p>	[8]	

Question	Expected Answer	Marks	Additional Guidance
3 (b)	<p>Other than job enrichment discuss the effectiveness of two approaches and techniques that would be suitable to motivate staff at T-4-2.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Level 1: [1–4 marks]</b> Candidate identifies/describes two other approaches and techniques which would be suitable to motivate staff at T-4-2. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions.</p> <p><b>Level 2: [5–8 marks]</b> Candidate describes two other approaches and techniques which would be suitable to motivate staff at T-4-2. Candidates will show an understanding of the question and include explanations related to a number of key ways, with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used.</p> <p><b>Level 3: [9–12 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of two other approaches and techniques which would be suitable to motivate staff at T-4-2. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately.</p>	[12]	

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• management style</li> <li>• financial and non-financial rewards</li> <li>• job rotation</li> <li>• job enrichment</li> <li>• teamwork</li> <li>• multi-skilling</li> <li>• quality circles</li> <li>• empowerment</li> <li>• goal setting</li> <li>• management by objectives.</li> <li>• <i>Appraisals, and training (staff development) but not pay</i></li> </ul> <p><b>Exemplar response</b></p> <p><b>Level 1: [1–4 marks]</b>            Job rotation is a motivational technique where individuals carry out a number of different roles and tasks at the same level as their original role. This removes boredom for them. Management style is how an individual moves their team towards the goal. There are many different management styles, with democratic being the most popular in terms of motivating staff as they feel valued and they belong.</p> <p><b>Level 2: [5–8 marks]</b>            Job rotation is a motivational technique where individuals carry out a number of different roles and tasks at the same level as their original role. This removes boredom for them. The benefit of this is staff become multi-skilled and can work anywhere, which may improve their chances of promotion. Although staff get many more job roles to do rather than become bored in one area, they may still become bored in many roles so it may not motivate them at all. Management style is how an individual moves their team towards the goal. There are many different management styles, with democratic being the most popular in terms of motivating staff as they feel valued and they belong.</p>		

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	<p><b>Level 3: [9–12 marks]</b></p> <p>Job rotation is a motivational technique where individuals carry out a number of different roles and tasks at the same level as their original role. This removes boredom for them. The benefit of this is staff become multi-skilled and can work anywhere, which may improve their chances of promotion. In order to do this T-4-2 may have to spend additional money to train staff. Staff may become motivated as they get to do different things during their working week; however, it may backfire. Although staff get many more job roles to do rather than become bored in one area, they may still become bored in many roles so it may not motivate them at all. Management style is how an individual moves their team towards the goal. There are many different management styles, with democratic being the most popular in terms of motivating staff as they feel valued and they belong. As a manager with a democratic approach the views and opinions of other staff will be asked for. Staff will feel as though the organisation cares for them and values what they say, so are likely to work harder. However, the democratic approach takes more time and may not be as effective in getting the results the organisation wants. People may be frustrated by the length of time, and although their opinion has been put forward, in their eyes it has then been ignored – which may demotivate them.</p>		

Question	Expected Answer	Marks	Additional Guidance
4	<p data-bbox="241 212 293 244">(a)</p> <p data-bbox="327 212 1211 308">One problem facing T-4-2 is the lack of clear management and defined roles and responsibilities for staff. This leads to problems in its day to day operation.</p> <p data-bbox="327 347 1211 379">Recommend and justify a suitable organisational structure for T-4-2.</p> <p data-bbox="327 419 913 483"><b>0 marks</b> No response or no response worthy of credit.</p> <p data-bbox="327 523 1211 651"><b>Level 1: [1–4 marks]</b> Candidate identifies/describes organisational structures. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions.</p> <p data-bbox="327 691 1211 1026"><b>Level 2: [5–8 marks]</b> Candidate describes the suitability of an organisational structure for T-4-2. Candidates will show an understanding of the question and include explanations related to a number of key ways with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used.</p> <p data-bbox="327 1066 1211 1361"><b>Level 3: [9–12 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the selected organisational structured. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately.</p>	[12]	<i>Can be flat if they mention clearly defined roles</i>

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	<p><b>Indicative content:</b></p> <p>Flat:</p> <ul style="list-style-type: none"> <li>• fast easy communication</li> <li>• fewer layers of authority</li> <li>• employees understand reasons behind decisions</li> <li>• limited promotional opportunities</li> </ul> <p>Hierarchy:</p> <ul style="list-style-type: none"> <li>• clearly defined pecking order</li> <li>• more promotional opportunities</li> <li>• communication slower</li> <li>• decision making can be slower</li> <li>• employees become lost from the decision makers</li> <li>• becomes bureaucratic</li> <li>• longer chain of command</li> </ul> <p>Functional:</p> <ul style="list-style-type: none"> <li>• different department for each function</li> <li>• individual Hierarchy for each area</li> <li>• easy to manage areas such as budget as very specific</li> <li>• strong leadership due to specialising in known area.</li> </ul> <p>Matrix:</p> <ul style="list-style-type: none"> <li>• usually used for project</li> <li>• business departments exists but individuals from those departments work on project</li> <li>• teams out together with skills</li> <li>• less formal</li> </ul> <p><b>Exemplar response</b></p> <p><b>Level 1: [1–4 marks]</b>            At present T-4-2 has a very flat structure, where no one has responsibility for anything. This leads to confusion and conflict. If it</p>		

Question	Expected Answer	Marks	Additional Guidance
	<p>had a hierarchical structure, levels of responsibility could be identified with specific roles assigned to specific individuals. This would remove confusion over who was responsible for which parts of the business.</p> <p><b>Level 2: [5–8 marks]</b>            At present in T-4-2 no defined organisational structure exists. This leads to confusion as staff do not know who is responsible for making decisions. This can lead to poor customer service as some tasks may not be completed. As a very small organisation a functional structure may not work as there are insufficient staff to form individual teams; therefore, the most appropriate structure would be a hierarchical. This is a structure in the form of a pyramid, with the overall responsibility lying at the top with a clearly defined pecking order. Under this structure other key roles could be identified showing lines of responsibility and who to refer to if there was a problem. The downside is the general waiting staff may feel undervalued as they are at the bottom of the pyramid.</p> <p><b>Level 3: [9–12 marks]</b>            At present in T-4-2 no defined organisational structure exists. This leads to confusion as staff do not know who is responsible for making decisions. This can lead to poor customer service as some tasks may not be completed. As a very small organisation a functional structure may not work as there are insufficient staff to form individual teams; therefore, the most appropriate structure would be a hierarchical. This is a structure in the form of a pyramid, with the overall responsibility lying at the top with a clearly defined pecking order. Sometimes in this type of structure communication can be slower, as can decision making and employees become lost from the decision makers. However, due to the size of T-4-2 this should not occur as the staff is small. Under this structure other key roles could be identified showing lines of responsibility and who to refer to if there was a problem. The downside is the general waiting staff may feel undervalued as they are at the bottom of the pyramid.</p>		

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	<p>The hierarchy would allow them to decide who had responsibility for which elements of the business and so staff would know who to refer to. It would also identify someone with overall responsibility so Sara and her daughter would need to discuss and clarify this together – this would lead to a greater focus. Potentially in a hierarchy there are more promotional opportunities for staff, which would motivate them; however in T-4-2 due to its size these may be limited.</p>		
4	<p><b>(b)</b></p> <p>Discuss the advantages and disadvantages to T-4-2 of employing seasonal staff rather than permanent staff.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Level 1: [1–4 marks]</b> Candidate identifies/describes how T-4-2 could use non-financial rewards to motivate its staff. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions.</p> <p><b>Level 2: [5–8 marks]</b> Candidate describes how T-4-2 could use non-financial rewards to motivate its staff. Candidates will show an understanding of the question and include explanations related to a number of key ways with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used.</p> <p><b>Level 3: [9–12 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of a number of key ways. Candidate effectively draws valid conclusions about how T-4-2 could use non-financial rewards to motivate its staff. There is sound</p>	<b>[12]</b>	

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	<p>and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• work around other responsibilities and commitments so not fully committed</li> <li>• more flexible to meet seasonal needs</li> <li>• less communication with the organisation</li> <li>• might effect motivation</li> <li>• only paying staff when you need them.</li> </ul> <p>Difficult to plan seasonal staff in particular students due to changing lives.</p> <p><b>Exemplar response</b></p> <p>Advantages and disadvantages of employing seasonal over permanent.</p> <p><b>Level 1: [1–4 marks]</b>            Seasonal staff work for an organisation for a limited period of time, usually to cover the seasonal rush – such as summer period when many people take holidays so more staff are needed to cover the service. Permanent staff work for the organisation all year round. Permanent staff need to be paid all year round whereas seasonal staff only need paying for the time they are employed making it cheaper for the organisation.</p>		

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Level 2: [5–8 marks]</b>            Seasonal workers provide the flexibility to meet peaks in demand is increased and you have a wider range of skills, experience, views and ideas to call upon. If one person is off sick or on holiday there can be greater continuity. Recruiting suitable staff can in itself be a difficult task, with many people looking for full–time work. Permanent staff need to be paid all year round whereas seasonal staff only need paying for the time they are employed making it cheaper for the organisation. It is often found that seasonal workers have a lack of commitment and loyalty to their employer due to other commitments. They may also lack motivation as they feel they are with the organisation for such a short space of time.</p> <p><b>Level 3: [9–12 marks]</b>            Seasonal work offers both employees and employers potential advantages. Seasonal workers provide the flexibility to meet peaks in demand is increased and you have a wider range of skills, experience, views and ideas to call upon. If one person is off sick or on holiday there can be greater continuity. Recruiting suitable staff can in itself be a difficult task, with many people looking for fulltime work. It is often found that seasonal workers have a lack of commitment and loyalty to their employer due to other commitments. They may also lack motivation as they feel they are with the organisation for such a short space of time.            Many people who choose seasonal work do so as they do not wish to commit themselves to an employer for an extended period or a temporary post may be seen as a first step towards a permanent position and organisations such as T-4-2 can evaluate staff prior to employing full time. Turnover issues are often a problem and this workforce tends to be less productive and have a high turnover of people. However, the main disadvantage to employers of employing seasonal workers is that they tend to be less reliable than full workers. This can result in frequent absenteeism and unreliability, defeating the purpose of alleviating the workload, at this time of year.</p>		

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(c)	<p>T-4-2 has to take into account legislation such as the Working Time Directive. Evaluate how the Working Time Directive affects day to day operations at T-4-2.</p> <p>Levels of response marking.</p> <p><b>0 marks</b> No response or no response worthy of credit.</p> <p><b>Level 1: [1–3 marks]</b> Candidate identifies/describes the Working Time Directive. Information may be in the form of a list of key requirements of the act. 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>Level 2: [4–6 marks]</b> Candidate discusses the Working Time Directive. Candidates will show an understanding of the question and include explanations of the effect of the Working Time Directive. 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 3: [7–10 marks]</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the impact of the Working Time Directive on T-4-2. Candidate effectively discusses the features of promotion strategies. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p>	<b>[10]</b>	

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• ensure staff do not work unduly long hours</li> <li>• average week limited to 48 hours</li> <li>• average daily working limit of 8 hours</li> <li>• weekly rest periods</li> <li>• daily rest periods</li> <li>• rest breaks at work</li> <li>• paid annual leave</li> <li>• specific provision for 16-18 year olds</li> <li>• workers can opt out of arrangements</li> <li>• impact on opening hours – dependent on staff</li> <li>• a requirement to offer health assessments to night workers</li> <li>• paid annual leave.</li> </ul> <p><b>Exemplar response</b></p> <p><b>Level 1: [1–3 marks]</b>  The Working Time Directive is a piece of legislation which is there to ensure staff do not work unduly long hours, which is an issue in the leisure industry. Staff should not work more than an average week limited to 48 hours, and should have weekly and daily rest periods. T-4-2 could face legal action if it fails to abide by these regulations.</p> <p><b>Level 2: [4–6 marks]</b>  The Working Time Directive places a limit on average weekly working time to 48 hours – this is the upper limit although individuals can choose to work longer. This means that organisations such as T-4-2 may have to employ more staff to ensure all the working hours are covered. This would prove a problem if someone phoned in sick, as T-4-2 would have to have a pool of staff to call on. Breaking this regulation could lead to it having legal action taken against it. Another issue is that T-4-2 uses students as employees. This means it also needs to be aware of age as the Act has specific provision for 16-18 year olds, so they need treating differently in terms of hours to other staff.</p>		

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Level 3: [7–10 marks]</b>            The Working Time Directive places a limit on average weekly working time to 48 hours – this is the upper limit although individuals can choose to work longer. This means that organisations such as T-4-2 may have to employ more staff to ensure all the working hours and break periods are covered. This would cost the organisation time and money – initially through recruitment of additional staff, but also through training as the additional staff may need to be trained in order to do the job. Using a number of staff also means that quality may be variable as consistency is generally easier to maintain with a smaller team. Another issue is that T-4-2 uses students as employees. This means it also needs to be aware of age as the Act has specific provision for 16-18 year olds, so they need treating differently in terms of hours to other staff. The Working Time Directive should mean that the staff are happier and have a more scheduled week of work; however, it may prove costly to the organisation.</p>		

Question	Expected Answer	Marks	Additional Guidance
5	<p data-bbox="241 212 293 244"><b>(a)</b></p> <p data-bbox="327 212 1229 276">The economy is one external issue that could affect human resource planning at T-4-2.</p> <p data-bbox="327 304 1178 368">Discuss how the economy at both a national and local level might affect human resource planning at T-4-2.</p> <p data-bbox="327 397 450 429"><b>0 marks</b></p> <p data-bbox="327 432 916 464">No response or no response worthy of credit.</p> <p data-bbox="327 493 613 525"><b>Level 1: [1–4 marks]</b></p> <p data-bbox="327 528 1193 624">Candidate identifies/describes how the economy can affect human resource planning. Information may be in the form of a list of ways. There is little or no attempt to draw valid conclusions.</p> <p data-bbox="327 652 613 684"><b>Level 2: [5–8 marks]</b></p> <p data-bbox="327 687 1216 1019">Candidate describes how the economy at both a national and local level might affect human resource planning at T-4-2. Candidates will show an understanding of the question and include explanations related to a number of key ways with valid conclusions made with some success. The drawing of valid conclusions 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. Candidate has a limited ability to organise relevant material. Some appropriate terminology used.</p> <p data-bbox="327 1048 629 1080"><b>Level 3: [9–12 marks]</b></p> <p data-bbox="327 1083 1223 1386">Candidate will show a clear understanding of the question and include detailed identification and explanation of a number of key economic issues that may affect T-4-2. Candidate effectively draws valid conclusions about national and local impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately.</p>	[12]	

Question	Expected Answer	Marks	Additional Guidance
	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• economic climate affects the supply of and demand for labour, both locally and nationally</li> <li>• high demand for labour might result in an increase in salaries, wages and perks in order to attract staff at all levels</li> <li>• economy affects disposable income, a rise increases spending on leisure, a fall a decrease</li> <li>• staycation causing more people to stay in the UK on holiday.</li> </ul> <p><b>Exemplar response</b></p> <p><b>Level 1: [1–4 marks]</b>  Human resource planning is a way of assisting the best deployment of human resources and can help organisations to plan for their needs in the future. Human resource planning allows them to take into account issues such as the economic climate, skills shortage, location issues and consumer trends in order to:</p> <ul style="list-style-type: none"> <li>• assess future recruitment needs</li> <li>• anticipate and possibly avoid redundancies</li> <li>• formulate training programmes</li> <li>• develop a promotion and career development policy including succession planning</li> <li>• keep staff costs to a minimum to be competitive.</li> </ul> <p><b>Level 2: [5–8 marks]</b>  The economy, if strong, may result in high employment levels in the region, due to this T-4-2 may have to show an increase in remuneration packages to attract people to come to work at T-4-2. Extra remuneration may also be true because of its location, and the competition for staff. Falling and rising interest rates will have an effect on costs, therefore, these might impact on the finance available for labour cost and training. The changes in interest rates may also affect the amount of disposable income available to customers – as these rise, disposable income is reduced and</p>		

Question	Expected Answer	Marks	Additional Guidance
	<p>luxuries such as visits to facilities such as T-4-2 may be reduced resulting in the need for less staff. May also have a positive outcome in relation to households with savings and no mortgage. However, with more people having a 'Staycation' T-4-2 may have to employ more staff and, therefore, may have to recruit more.</p> <p><b>Level 3: [9–12 marks]</b>            Uncertainty in the economy might lead to a more flexible workforce being employed, changing the methods of employment used at T-4-2, allowing it to increase and decrease the number of staff to match with demand for the services T-4-2 offers. This may affect the finances of the organisation, with training and wages costing more – meaning other costs may have to be cut or prices increased – which in turn may affect customer numbers. As customer numbers rise and fall, the number of staff needed rises and falls. With the economy in a weak position people may decide that a visit to T-4-2 would be a luxury and, therefore, may chose not to do it. The impact of this is less staff are needed to provide services and so staff would need to be reduced. Due to changes in the economy staff may choose to work elsewhere so T-4-2 might need to improve its remuneration packages in order to attract staff to T-4-2. Falling and increasing interest rates will have an affect on costs, therefore, it might impact on finance for labour cost and training.</p> <p>Uncertainty might lead to a more flexible workforce being employed, changing the methods of employment used at T-4-2. This may affect the finances of the organisation, with training and wages costing more – meaning costs may have to be cut or prices increased – which in turn may affect customer numbers. With the recession more people are choosing to have a 'Staycation', meaning holidaying in the UK. With this T-4-2 may see an increase in customer numbers and may have to employ more staff and, therefore, may have to recruit more, causing increased costs.</p>		

Question	Expected Answer	Marks	Additional Guidance
(b)	<p>Internal issues also affect human resource planning at leisure organisations such as T-4-2.</p> <p>State two internal issues that may affect human resource planning at a leisure organisation such as T-4-2.</p> <p>One mark for each of the current identifications            Indicative content:            different organisational structures [1]            response to consumer trends [1]            levels of motivation [1]            staff turnover [1]            sickness rates and absenteeism [1].  <i>internal promotion [1]</i>  <i>maternity/paternity leave [1]</i></p> <p><i>NOT working conditions or training</i></p>	<p>[2] [2*1]</p>	

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