

**GCE**

**Leisure Studies**

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

Advanced GCE

**Mark Scheme for June 2016**

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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
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>NAQ</b>	Not answered the Question – award 0 marks
<b>REP</b>	Repetition
<b>BOD</b>	Benefit of doubt

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	A reduction in the number of people who work for an organisation that is achieved by not replacing those people who leave	2		Points marking One mark for the correct identification of intention One mark for correct identification of requirements
1b	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>• Style</li> <li>• Corporate image</li> <li>• Text v Image</li> <li>• White Space</li> <li>• Equality Act</li> <li>• Contact Details</li> <li>• Job Outline</li> </ul> <p><b>Level 1: [1-4 marks]</b> The advert is not a good example, of an advert. It does not contain all of the key information such as address of the facility, and corporate branding or even the salary. It does play on words linked to the sector of the facility – podium etc. Very wordy, no images, and very basic</p> <p><b>Level 2: [5-8 marks]</b> The advert is only text based and contains no images. There is no corporate identity attached to it, and it lacks any contact details other than a web address. The job outline is non-existent and it fails to give a salary. However the biggest failing is where it asks are you young and energetic. This is a clear infringement of the equality act and may cause them issues. Any points such as this should be removed.</p>	8	<p><b>Level 1: [1-4 marks]</b> Candidate identifies/describes the key elements of the advert. Information may be in the form of a list of items from the example. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [5-8 marks]</b> Candidate discusses a number of the key elements of the advert. Candidates will show an understanding of the question and include explanations of the key element of the advert whether good or bad. 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: [1-4 marks]</b> List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p><b>Level 2: [5-8 marks]</b> Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks</p>

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1c	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>• Same format from all applicants</li> <li>• Speed of return</li> <li>• Easy to collate</li> <li>• Multiple copies</li> <li>• Easy circulation</li> <li>• Lack of handwriting</li> <li>• Spell check</li> </ul> <p><b>Level 1: [1-3 marks]</b> By asking applicants to complete an application form all applicants can still give standard information in the normal way, without the additional documentation of a CV, reducing the amount of paperwork; this reduces the burden of processing. Doing it online means that multiple copies can be sent to relevant people involved in the process, and the process could be speeded up. A CV is a summary of your academic and work history, formatted by the individual, whereas an application form is a form one fills in when applying for a job, format provided by the organization offering the job.</p> <p><b>Level 2: [4-6 marks]</b> By asking applicants to complete an online application form all applicants can still give standard information in the normal way, without the additional documentation of a CV, reducing the amount of paperwork; this reduces the burden of processing. A CV allows an individual to present a summary of them, ensuring they place emphasis on the most important aspects of their career history, whereas using an online application form limits the individual</p>	10	<p><b>Level 1: [1-3 marks]</b> Candidate identifies/describes the elements of an application form. Information may be in the form of a list of items it contains. 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 a number of advantages and disadvantages an application form. Candidates will show an understanding of the question and include explanations of possible use of such a form to the organisation. 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 advantages and disadvantages of an application form. Candidate effectively discusses the use of such a form, coming to a</p>	<p><b>Level 1: [1-3 marks]</b> List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p><b>Level 2: [4-6 marks]</b> No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p><b>Level 3: [7-10 marks]</b> Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

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	<p>to the section pre-set by the organisation and can ask more relevant questions. The standardised format, so it's easier for employers to scan the information and make comparisons, they get all the info you need to know in order to schedule an interview. The inclusion of all information on one form makes the sorting and short listing of candidates easier, and the form can be seen as a starting point for the interview process. The format of the form allows the individuals to present their case, but in such a way as the organisation can gain relevant information which will help in short listing. Disadvantages can include the lack ability to see such things as handwriting</p> <p><b>Level 3: [7-10 marks]</b> By asking applicants to complete an online application form all applicants can still give standard information in the normal way, without the additional documentation of a CV, reducing the amount of paperwork; this reduces the burden of processing, and can speed up the process for the organisation. Using an online application form limits the individual to the section pre-set by the organisation and can ask more relevant questions. The standardised format, makes it's easier for employers to scan the information and make comparisons; they get all the info you need to know in order to schedule an interview. The inclusion of all information on one form makes the sorting and short listing of candidates easier, and the form can be seen as a starting point for the interview process. The format of the form allows the individuals to present their case, but in such a way as the organisation can gain</p>		<p>judgement. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary</p>	

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	relevant information which will help in short listing. Disadvantages can include the lack ability to see such things as handwriting, and to gain any more of an insight into the individual. The use of online application forms also allows the organisation to share the information more quickly and effectively. Overall the organisation could save time and money in the shortlisting process with the pre-set format, however with every method it does have limitations and people may look better on paper than in real life.			
2a	<p><b>Indicative content</b> to be included:</p> <ul style="list-style-type: none"> <li>- Can be employed short term – so avoiding seasonal issues</li> <li>- May be competition for workers</li> <li>- May lack commitment to the organisation</li> <li>- They are responsible for their own personal development</li> <li>- May lack updated training</li> <li>- Can increase and Decrease staffing on a daily basis</li> </ul> <p><b>Exemplar response:</b></p> <p><b>Level 1: [1-4 marks]</b> Rockcliffe Racing does not have a constant business every day. They operate more on an event basis with full weekends given over to a race weekend, or they have prebooked race day experiences. Due to this there are times when they need more than the permanent full time staff. The downside of this is that they may struggle to get the staff when they need them as they may have other work commitments, or may be available for one season</p>	8	<p><b>Level 1: [1-4 marks]</b> Candidate identifies/describes the benefits of using part time and seasonal staff rather than full time staff. 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 the benefits of using part time rather than seasonal staff. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of</p>	<p><b>Level 1: [1-4 marks]</b> List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p><b>Level 2: [5-8 marks]</b> Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks</p>

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	<p>and then not the next – removing consistency for the organisation.</p> <p><b>Level 2: [5-8 marks]</b>            As a seasonal operation, with many events pre booked it allows Rockcliffe racing to take full advantage of using seasonal staff as they will be able to increase staff alongside the increase in business. This is the key advantage for Rockcliffe Racing. The benefits for Rockcliffe using seasonal staff rather than employed staff is that they are saving costs on employing staff full time, particularly important in an industry where the additional administration tasks such as taxation and national insurance, money that could be invested elsewhere to make the organisation better. However alongside this advantage comes several drawbacks such as being unable to guarantee that the staff will be available to work at those times, which means Rockcliffe may have to train others, so incurring a cost. The lack of work may also lead to a lack of commitment from staff, which could impact in terms of customer service.</p>		<p>concepts and principles using specialist vocabulary.</p>	
2b	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <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>	8	<p><b>Level 1: [1-4 marks]</b>            Candidate identifies/describes the impact of negative staff. Information may be in the form of a list of negative impacts. Candidates may include explanations of problems with only using negatively motivated staff. The discussion in the most part is accurate, if not a little</p>	<p><b>Level 1: [1-4 marks]</b>            List of points – maximum 1 mark            Description – up to 2 marks            Explanation – up to 3 marks            Unsupported judgements/limited discussion – up to 4 marks</p> <p><b>Level 2: [5-8 marks]</b>            Identification/description implied/assumed.</p>



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	<p><b>Level 1: [1-4 marks]</b> Customer service is about meeting or exceeding the needs of your customers. If Rockcliffe Racing is to get customers coming back time and time again they need to have good customer service. If Rockcliffe Racing employ poorly performing employees in customer service positions it will show and customers will have a poor experience and not return to the business, not only that they will tell friends and potentially spread a poor reputation.</p> <p><b>Level 2: [5-8 marks]</b> Customer service is about meeting or exceeding the needs of your customers. If Rockcliffe Racing is to get customers coming back time and time again they need to have good customer service. The people employed do not have the necessary motivation or skills already it will cost Rockcliffe Racing time to train then up to the necessary level this will also cost in money to train them to the necessary level. Whilst this is happening Rockcliffe Racing may also have reduced staffing levels so the experience the customers receive may also be down resulting in a lack of repeat custom. This affects the reputation of Rockcliffe Racing 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 motivated enough to do a job correctly and may hurt themselves and then could go on to sue Rockcliffe Racing which would cost them additional money in terms of 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</p>		<p>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 the impact of negative staff within an organisation. . Candidate effectively justifies their views and suggests ways in which these issues should be addressed. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p>	<p>Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks</p>

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	the potential to affect their overall reputation. Overall the use of poorly trained and motivated staff is negative for Rockcliffe Racing and they would be better paying higher wages for better qualified and motivated staff.			
2c	<p><b>Indicative Content</b> Motivation is the ways a business can encourage staff to give their best.</p> <p>A motivated workforce results in:</p> <ul style="list-style-type: none"> <li>• Increased output</li> <li>• Improved quality</li> <li>• A higher level of staff retention.</li> </ul> <p>Methods</p> <ul style="list-style-type: none"> <li>• Monetary</li> <li>• Non-monetary</li> </ul> <p><b>Level 1: [1-3 marks]</b> Motivation is what gives and individual an incentive for action. Individuals are not the same, therefore it is unlikely that any two people could have be motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually. Staff needs to feel that what he is doing is worthwhile. Remuneration, paying people more if they achieve specific targets etc. is likely to motivate staff; this method may motivate Justin in the short term, however it is his position in the company that is the issue so job enlargement may be suitable.</p>	10	<p><b>Level 1: [1-3 marks]</b> Candidate identifies/describes the term motivation and may describe some techniques. Information may be in the form of a list of actions that the organisation has to carry out. 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 a number of methods of motivation and say why they would suit Justin. Candidates will show an understanding of the question and include explanations of possible impact of the technique, and comes to a judgement. 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> List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p><b>Level 2: [4-6 marks]</b> No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p><b>Level 3: [7-10 marks]</b> Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>

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	<p><b>Level 2 [4-6marks]</b>  Money could be used as a key motivator as most individuals can be driven by this, however the organisation must consider the cost / benefit of this as it may prevent money being used in other areas of the organisation. Job enlargement, allowing Justin to do more tasks, rather than specialising in one area, this may reduce the overall boredom factor, whilst providing multi skilled individuals who may improve the service on offer to customers. However, they must consider if Staff would take on these extra tasks without additional pay – as this may be demotivational for Justin and cause even more resentment.</p> <p><b>Level 3 [7-10 marks]</b>  Motivation is what gives an individual an incentive for action. Individuals are not the same, therefore it is unlikely that any two people could be motivated in the same way, what motivates one individual may not motivate another – so everyone should be viewed individually. Justin needs to feel valued for his knowledge and experience, and is probably not motivated by money or rewards like that. One way to motivate him could be to give him responsibility for a project, so he then becomes his own boss to an extent and can use his experience effectively. Justin feels his standing in the company has been undermined and this may give him his confidence and satisfaction back.</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 their selected motivational technique. Candidate effectively discusses the impact on Justin of the selected technique, coming to a judgement. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary</p>	

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3a	<p><b>Training</b> process of teaching or learning a skill or job</p> <p><b>Development</b> Process of moving a skill forward</p>	2		<p>Points marking One mark for the correct identification of intention One mark for correct identification of requirements</p>
3b*	<p><b>Indicative content</b> Advantages</p> <ul style="list-style-type: none"> <li>• Multi skilled staff</li> <li>• Improved productivity through additional skills</li> <li>• More opportunity for internal promotion</li> <li>• Lower staff turnover</li> <li>• Staff feel valued</li> <li>• Allow organisation to respond to current trends</li> <li>• Higher staff morale / motivation</li> </ul> <p>Disadvantages</p> <ul style="list-style-type: none"> <li>• Cost in time</li> <li>• Cost in money</li> <li>• Staff may move on with new qualifications</li> <li>• Conflict within the organisation</li> </ul> <p><b>Level 1: 1-4 marks]</b> Staff development and training is when an organisation trains staff to allow them to carry out their job effectively. Advantages include multi skilled staff, Lower staff turnover and staff feel valued. Disadvantages are cost in time and money</p> <p><b>Level 2: [5-8 marks]</b> Rockcliffe Racing would train and develop their staff as there are many advantages which include: Multi skilled staff this means that the staff could then go</p>	12	<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 term training and development. There is little or no attempt to draw valid conclusions. .</p> <p><b>Level 2: [5-8 marks]</b> Candidate describes staff development and training and its impact on Rockcliffe Racing. Candidates will show an understanding of the question and include explanations related to a number of key economic factors that have an impact. 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</p>	<p><b>Level 1: [1-4 marks]</b> List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 4 marks</p> <p><b>Level 2: [5-8 marks]</b> No list – must be at least ‘describe’ Description only – 5 marks Explanation/analysis – 6 or 7 marks Evaluative comment (because.... means that....) – 8 marks</p> <p><b>Level 3: [9-12 marks]</b> Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks An evaluation/judgement without overall conclusion/prioritisation – 11 marks With overall supporting conclusion 12 marks</p>

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	<p>into different areas of the business so solving problems such as staff illness. Staff will feel valued as they are being trained which benefits them, and the follow on from this is the lower staff turnover. The disadvantages to Rockcliffe Racing is how much it will cost in terms of money to do the training but also the cost in time of letting staff off work to do the training.</p> <p><b>Level 3: [9-12 marks]</b>            Rockcliffe Racing would train and develop their staff as there are many advantages which include: Multi skilled staff this means that the staff could then go into different areas of the business so solving problems such as staff illness. Staff will feel valued as they are being trained which benefits them, and the follow on from this is the lower staff turnover; this reduces cost in terms of recruitment and selection. Staff could have improved productivity through additional skills, resulting in better customer service. With new qualifications staff may have more opportunity for internal promotion. Staff morale / motivation will also be better as they feel valued. The disadvantages to Rockcliffe Racing is how much it will cost in terms of money to do the training but also the cost in time of letting staff off work to do the training. Conflict could also arise between staff who do on not get training. Overall the benefits out weight the costs of training and development</p>		<p>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 issues that development and training have on organisations such as Rockcliffe Racing. Candidate effectively draws valid conclusions about how the economy impacts on Full sail. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p>	

Question	Answer	Marks	Guidance	
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3c	<p><b>Indicative Content</b> Equality act prevents discrimination on the grounds of:</p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Marital Status</li> <li>- Sexual orientation</li> <li>- Race</li> <li>- Age</li> <li>- Disability</li> </ul> <p><b>Level 1: [1-4 marks]</b> The equality act brings together all of the discrimination acts together. It ensures that no one can be discriminated against based on gender, age, disability, marital status or race. This means that Rockcliffe racing has to ensure that in everything it does that it does not discriminate against any group, or they may have legal action taken against them.</p> <p><b>Level 2: [5-8 marks]</b> The equality act ensures no one is discriminated against status. This means that when the organisation is advertising for new staff they must ensure the job is open to anyone and the best person gets the job, not whether they are male or female or from a particular race etc. The Act also requires that organisations make reasonable adjustments to working conditions and facilities to allow people with disabilities to work there, this may cost Rockcliffe Racing money as they may have to put in ramps and the like to allow people into the buildings, however in terms of the racing cars it may not be reasonable. The result of not following the act</p>	12	<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 equality act, it may be in the form of a list of key factors. There is little or no attempt to draw valid conclusions.</p> <p><b>Level 2: [5-8 marks]</b> Candidate describes the equality act and its impact on operations at Rockcliffe Racing. Candidates will show an understanding of the question and include explanations related to a number of key elements of the act that have an impact. 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 1: [1-4 marks]</b> List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 4 marks</p> <p><b>Level 2: [5-8 marks]</b> No list – must be at least ‘describe’ Description only – 5 marks Explanation/analysis – 6 or 7 marks Evaluative comment (because.... means that....) – 8 marks</p> <p><b>Level 3: [9-12 marks]</b> Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks An evaluation/judgement without overall conclusion/prioritisation – 11 marks With overall supporting conclusion 12 marks</p>

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	<p>can have a negative impact on the organisation such as being sued by an individual and the reputation of the organisation being tarnished, which may result in struggling to recruit staff in the future.</p> <p><b>Level 3: [9-12 marks]</b> The equality act ensures no one is discriminated against based on gender, race or disability. This means that when the organisation is advertising for new staff they must ensure the job is open to anyone and the best person gets the job, not. It also means that when looking to promote someone within the business they should promote the most qualified person rather than favour either a female as the job is seen as a traditionally female job. The Act also requires that organisations make reasonable adjustments to working conditions and facilities to allow people with disabilities to work Rockcliffe racing. Making reasonable adjustments may be interviewing people in a ground floor room so accessible, or may mean adding ramps and widening doors or changing desks so people with disabilities can both work and visit there. When advertising the wording they use must not favour any particular group, or be seen to be less favourable to one as they could be sued. The impact may be the cost and money to implement the acts properly, however costly, in the long run it will prevent the business being sued, so could prove cheaper. They will also be seen as a good employer and recruitment will be easier. The result of not following the act can have a negative impact on the organisation such as being sued by an individual and the reputation of the organisation being tarnished,</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 elements of the equality act. Candidate effectively draws valid conclusions about how the act impacts on Rockcliffe Racing. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p>	

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	which may result in struggling to recruit staff in the future.			
4a	<p><b>Indicative Content</b></p> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Specialist staff managing specific areas.</li> <li>• Clear focus for staff in departments</li> <li>• Budgeting easy to control as spending specific to that area</li> </ul> <p>Drawbacks</p> <ul style="list-style-type: none"> <li>• Communication is slower</li> <li>• Economies of scale may not operate as each department buying own items</li> </ul> <p><b>Level 1: [1-3 marks]</b> A functional organisational structure has specific departments where the tasks and roles carried out in that area relate to that specific area. This ensures that these activities are carried out effectively. The functional organisational structure is based on a hierarchy in each department, under the leadership of those above in that functional area. It allows people to become specialists in their area and know their department inside out. Drawbacks are that it limits knowledge of the whole facility and may cost more to operate like this.</p> <p><b>Level 2: [4-6 marks]</b> A functional organisational structure has specific departments where the tasks and roles carried out in that area relate to that specific area. This ensures that these activities are carried out effectively. The</p>	10	<p><b>Level 1: [1-3 marks]</b> Candidate identifies/describes the functional organisational structure. Information may be in the form of a list of benefits and drawbacks. 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 a number of the advantages and disadvantages of the organisational structure. Candidates will show an understanding of the question and include explanations of possible impact of the organisational structure, and comes to a judgement. 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</p>	<p><b>Level 1: [1-3 marks]</b> List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p> <p><b>Level 2: [4-6 marks]</b> No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because... means that...) – 6 marks</p> <p><b>Level 3: [7-10 marks]</b> Identification/description implied/assumed Explanation/analysis/comparison of more than one point/both sides – 7 marks An evaluation/judgement without overall conclusion/prioritisation – 8 marks With overall supporting conclusion – 9/10 marks</p>



Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>functional organisational structure is based on a hierarchy in each department, under the leadership of those above in that functional area. The benefits of a functional structure is that specialist staff managing specific areas, such as the catering manager who clearly has experience in this area – meaning it should work more efficiently. Each area has a clear focus for staff in departments, who know exactly what is expected of them. Drawbacks of a functional structure include that communication is slower, as it has to happen in the functional area and then be shared with other areas of the business. The functional organisational structure of Rockcliffe does suit the present set up, due to the specialist nature of some elements of the business it does allow people to use their skills to best affect.</p> <p><b>Level 3: [7-10 marks]</b>  A functional organisational structure has specific departments where the tasks and roles carried out in that area relate to that specific area. This ensures that these activities are carried out effectively. The functional organisational structure is based on a hierarchy in each department, under the leadership of those above in that functional area. The benefits of a functional structure is that specialist staff managing specific areas, such as the catering manager who clearly has experience in this area – meaning it should work more efficiently. Budgeting easy to control as spending specific to that area, and Rockcliffe Racing will be able to identify specifically where over or under spending is occurring. Drawbacks include that communication is slower, as it has to happen in the functional area and then be</p>		<p>and include detailed identification and explanation of the organisational structure. Candidate effectively discusses the impact on the organisation of the selected structure, coming to a judgement. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary</p>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	shared with other areas of the business. Although budgeting is easier to make in each functional area, economies of scale may not operate as each department buying own items – so could cost the business money. . The functional organisational structure of Rockcliffe does suit the present set up, due to the specialist nature of some elements of the business it does allow people to use their skills to best effect			
4b	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>Flexible workforce is a workforce who can adapt</li> <li>Flexibility comes through empowerment and training</li> </ul> <p><b>Level 1 [1-4 marks]</b> A flexible workforce is one that allows, encourages employees to know and work a variety of different jobs and duties to allow flexibility in the workplace. A flexible workforce allows a business to expand and contract quickly in response to changes in demand for its products, in the case of the Rockcliffe racing, seasonality and weekly demand.</p> <p><b>Level 2: [5-8 marks]</b> A flexible workforce allows a business like Rockcliffe Racing to expand and contract quickly in response to changes in demand for its products and services. Flexibility can offer the staff more opportunities, in that they can decide which days of the week to work, whether full time, part time and back again or job share, which may fit into their lifestyle. The downside of flexible working is that employees have to be willing to become flexible, and are able to move from</p>	6	<p><b>Level 1: [1-4 marks]</b> Candidate identifies/describes a flexible workforce. Information may be in the form of a list of items for the key features of a flexible workforce. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p><b>Level 2: [5-8 marks]</b> Candidate discusses a number of the key elements of a flexible workforce. Candidates will show an understanding of the question and include explanations of the elements of a flexible work force. 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: [1-4 marks]</b> List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p><b>Level 2: [5-8 marks]</b> Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	job to job, so they no longer may specialise in one job but become staff that have a range of jobs. Although this allows for full utilisation of staff some staff may not feel comfortable working in this manner. With flexibility of staff comes a flexibility of salary, so wages may increase and decrease as work is available or not – again some staff may not feel comfortable with this making it difficult to recruit staff, but this would save the organisation money.			
5a	<p><b>Indicative content:</b> Human resource planning allows them to take into account issues such as location issues 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 la minimum to be competitive</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. Motor sport is seasonal, with the sport taking place manly in the summer months. This means that Rockcliffe racing do not have a continuous balanced number of customers throughout the year. Due to this they also have changing staffing needs, where they may need to employ some staff on a short term basis in order to meet the increased demand from</p>	8	<p><b>Level 1: [1-4 marks]</b> Candidate identifies/describes seasonality as a factor in HRP. Information may be in the form of a list of impacts on HRP. 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 the impact of seasonality on HRP. Candidate effectively justifies their views and suggests ways in which this affects Rockcliffe Racing. There is sound and frequent evidence</p>	<p><b>Level 1: [1-4 marks]</b> List of points – maximum 1 mark Description – up to 2 marks Explanation – up to 3 marks Unsupported judgements/limited discussion – up to 4 marks</p> <p><b>Level 2: [5-8 marks]</b> Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 5-6 marks. An evaluation/judgement without overall conclusion/prioritisation – 7 marks. With overall supporting conclusion – 8 marks</p>

Question	Answer	Marks	Guidance	
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	<p>customers. There are issues with this such as the need for recruitment and training all of which add costs to Rockcliffe racing.</p> <p><b>Level 2: [5-8 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. Rockcliffe racing need to make sure they have enough staff in place to meet the changing needs of the organisation in terms of staffing. With the sport being mainly seasonal they will need to employ more staff during the season, and then let them go. This means they need to plan in order to recruit short term temporary staff, which will cost both in terms of time and money. The planning needs to consider how many staff to recruit, where to recruit from and if they will recruit or they will use an outside agency. They also need to consider planning for other time periods, in terms of reducing staffing to limit costs whilst still providing effective customer service. The seasonality of the sort will have a huge impact in relation to HRP, if they get it wrong it could cost them money and reputation.</p>		of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.	
5b	<ul style="list-style-type: none"> <li>• Levels of motivation</li> <li>• Response to consumer trends</li> <li>• Staff turnover</li> <li>• Sickness rates</li> <li>• Absenteeism</li> <li>• Organisational structure</li> </ul>	2		Points marking One mark for the correct identification of intention One mark for correct identification of requirements

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