

GCE

Leisure Studies

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

Advanced GCE

Mark Scheme for June 2018

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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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Annotation	Meaning
	Correct
	Wrong
L1	Level 1
L2	Level 2
L3	Level 3
NAQ	Not answered the Question – award 0 marks
REP	Repetition
BOD	Benefit of doubt

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>Part-time A part time worker is a worker who works under 35 hours per week. There is no specific number of hours that makes someone part-time</p> <p>Seasonal Seasonal worker is a worker who works for only a specific period of the year, usually to meet increased demand.</p>	2		<p>Points marking One mark for the explanation of each term to a total of two.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1b	<p>Indicative Content</p> <p>Fulltime Over 35 hours</p> <p>Levels of response marking</p> <p>Level 2: [5-8 marks] Full time staff are staff who work over 35 hours per week. An advantage of employing full time staff is that they generally have more commitment to the organisation so will reduce staff turnover and the costs associated with it. Full time staff will be inducted into the organisation once, whereas this will be a continual programme with casual staff which will make the permanent staff cheaper to train for the FFP. As permanent staff they will develop expertise in their own particular area, whereas casual staff take their expertise with them when they leave the organisation. An issue with permanent staff is that when the facility is quiet these staff still need to be paid, whereas casual staff would not be employed during these periods. Permanent staff also means the recruitment and selection process would need to be carried out less frequently thus reducing costs and upset within the team working in the facility. Permanent staff have both advantages and disadvantages, however, when as in the case of the Ford Forest these are kept to a small number it allows the most flexibility possible.</p>	8	<p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of employing full-time staff on an organisation such as the Ford Forest. Candidate effectively discusses the advantages and disadvantages of such. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes how employing full-time permanent staff can have advantages and disadvantages for the Ford Forest. Information may be in the form of a list of advantages and disadvantages. Candidates will include explanations of possible advantages/disadvantages 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</p>	<p>Level 2: [5-8 marks] 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> <p>Level 1: [1-4 marks] 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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Level 1: [1-4 marks] Full time staff are staff who work over 35 hours per week. The advantages of employing full time staff are that they have a good understanding of how the organisation operates, and therefore can help in providing a high level of customer service, which should show in profits. Full time staff also have more commitment to the organisation so will reduce staff turnover and the costs associated with it. A disadvantage of full time staff is that few new ideas will come into the organisation, so they may get stuck in a rut,</p> <p>0 marks No response or no response worthy of credit</p>		<p>knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>0 marks No response or no response worthy of credit.</p>	
1c	Investors In people	1		Points marking One mark for identification of all three words.
1d	<ul style="list-style-type: none"> • Improved productivity and profitability • Skilled and motivated people work harder and better improving productivity • Customer Satisfaction. • IIP is central to staff becoming customer focused, enabling organisations meet customers' needs. • Improved motivation. • Motivation is improved through employee's greater involvement, this leads to higher morale. • Reduced wastes and costs. 	2		Points marking One mark for each explanation of the benefits of IIP, up to a maximum of two points.

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			Content	Levels of Response
1e	<p>Indicative content:</p> <p>The Working Time Regulations set:</p> <ul style="list-style-type: none"> • A limit on average weekly working time to 48 hours (though individuals can choose to work longer) • A limit on night workers' average normal daily working time to 8 hours • A requirement to offer health assessments to night workers • Minimum daily and weekly rest periods • Rest breaks at work • Paid annual leave <p>Levels of response marking</p> <p>Level 2: [4-6 marks] The Working time directive places a limit on average weekly working time to 48 hours – upper limit although individuals can choose to work longer. This means that organisation such as Ford Forest 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. As an organisation that opens early to late they need to ensure the staffs has sufficient hours to cover the session times as changes of staff could affect the health</p>	6	<p>Level 2: [4-6 marks] Candidate discusses a number of marketing techniques. Candidates will show an understanding of the question and include explanations of the impact of the WTR. 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>Level 1: [1-3 marks] Candidate identifies/describes the WTR. Information may be in the form of a list of techniques. There is little or no attempt to discuss. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question.</p> <p>0 marks No response or no response worthy of credit.</p>	<p>Level 2: [4-6 marks] No list – must be at least 'describe' Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 1: [1-3 marks] List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p>

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	<p>and safety of the activity – a prime concern in this industry. 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> <p>Level 1: [1-3 marks] The Working time directive places a limit on average weekly working time to 48 hours – upper limit although individuals can choose to work longer. This means that organisation such as Ford Forest may have to employ more staff to ensure all the working hours are covered, but without breaking this regulation or they could have legal action taken against them. To get more people means recruiting more staff, which could cost in both time and money.</p> <p>0 marks No response or no response worthy of credit</p>			
2a	<p>Indicative Content</p> <ul style="list-style-type: none"> • Job. • Health and Safety • Personal • Organisational. <p>Level 2 [5-8 marks] An induction is the introduction for a new employee to the organisation. Inductions are used so the person settles in quickly and can do their job more efficiently, and therefore productivity does not decrease. An induction has</p>	8	<p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the induction process used by Ford Forest. Candidate effectively justifies their views and suggests why the product is suitable or not. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of</p>	<p>Level 2: [5-8 marks] 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>several key areas such as: Job. This is an introduction to the specific job the person is doing, where they will work, what the key roles and responsibilities they have etc. Health and Safety This includes fire evacuation procedures so the new employee can get themselves, customers and other staff out in an emergency. Now also includes what to do in a bomb threat. Personal This is to ensure the individual feels comfortable and knows where the toilets, canteen etc are. About the individual. Organisational. This element looks at the organisation as a whole, what is the mission, the aims, the culture of the organisation and how that individual will contribute to this overall plan. This method of training is useful to members of Ford Forest staff as it makes them aware of how these key areas operate. They therefore feel happier and staff motivation is high. It also allows staff to do their job effectively and therefore feel valued. As the organisation provides this they also feel that the organisation values them and again should greater commitment to the organisation. Inductions are good for both the organisation and individuals as both benefit.</p> <p>Level 1 [1-4 marks] Induction is the period of time used to introduce an individual to a new organisation Inductions are used so the person settles in quickly and can do their job more efficiently, and therefore productivity does not decrease. Induction has a range of key areas such as induction to Health</p>		<p>concepts and principles using specialist vocabulary.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the induction process used by Ford Forest it may be in the form of a list of advantages and disadvantages of the present product. 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>Level 1: [1-4 marks] 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>

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	<p>and Safety. This includes fire evacuation procedures so the new employee can get themselves, customers and other staff out in an emergency. Now also includes what to do in a bomb threat. An induction makes the new members of staff of Ford Forest feel more comfortable and happy with their job and is more likely to stay with the organization. They are also more likely to be able to do their job effectively, which also benefits the organization.</p> <p>0 marks No response or no response worthy of credit</p>			
2b	<p>Levels of response marking</p> <p>Level 2: [5-8 marks] In house training is training that would occur within Ford Forest. This is good for Ford Forest as it means staff can actually train in the facility without incurring the cost of travelling and having to find cover for them, whilst they take part in a training course elsewhere. Cost is a big factor, however if staff do off the job training, they may get better training as people are more specialised and staff have time to concentrate more. Ford Forest also help you develop the specialist skills that Ford Forest need keep up to date with the latest technology and working practices in Ford Forest, this may not be possible within the facility itself and staff may have to go out to train on such equipment to ensure its smooth running when used within the centre. Overall training must occur to ensure individuals stay up to date with legal and industry</p>	8	<p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of in house training. Candidate effectively justifies their views and suggests why the product is suitable or not. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes in house training at Ford Forest it may be in the form of a list of advantages and disadvantages</p>	<p>Level 2: [5-8 marks] 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> <p>Level 1: [1-4 marks] 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>

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	<p>changes. A mix of both on the job and off the job training would probably be the most effective choice as individuals could then benefit from both methods, as could the organization</p> <p>Level 1: [1-4 marks] In house training is training that would occur within Ford Forest. This is good for Ford Forest as it means staff can actually train in the facility without incurring the cost of travelling and having to find cover for them, whilst they take part in a training course elsewhere. Whilst staff are doing off the job training customer service levels may slip due to a reduced workforce. In house training does save money however this needs to be weighed up against the quality of training on offer from people who may not be specialists, so may not do it as effectively as possible.</p> <p>0 marks No response or no response worthy of credit</p>		<p>of this method of training. 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>	
3a	<p>Communication Skills All staff need to be able to communicate with the customers of the Ford Forest to simply chat or provide advice</p> <p>Organisational Skills To manage the workload, particularly on busy days, ensuring everything is done when it should be to ensure customer satisfaction.</p>	9		<p>Points marking</p> <p>One mark for correct identification up to a maximum of three marks</p> <p>Two marks for each explanation of inclusion</p> <p>Accept and reasonable skill or quality.</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	Problem Solving Throughout the day individual staff may need to deal with issues arising from the customer's experience, this may include problems.			
3b	<ul style="list-style-type: none"> • Name • Contract start date • Salary • Holiday entitlement • Hours of work • Annual leave • Notice periods • Job role/title • Company details • Line manager 	4		One mark for correct identification up to a maximum of four marks
3c	<p>Indicative Content</p> <ul style="list-style-type: none"> • Contact Information • Closing Date • Salary • Job Location • Job Role • Job Responsibilities • Responsible for • Responsible to <p>Levels of response marking</p> <p>Level 3: [7-10 marks] A job advertisement is one of the main pieces of recruitment documentation. It is the job advertisement that encourages people to look into working for the organisation, however the job</p>	8	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the role of a job advertisement in the recruitment process. Candidate effectively discusses the impact on the advertisement on the process, 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>	<p>Level 3: [7-10 marks] 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 or 10 marks</p> <p>Level 2: [4-6 marks] No list – must be at least 'describe' Description only – 4 marks Explanation/analysis – 5 marks</p>

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	<p>advertisement must also be placed in a place where it will be seen by people, no matter how good the advertisement is, if it is in a location where it cannot be seen it does not matter how good it is. The job advertisement also must contain all of information a potential employee needs in order to make a decision about applying or not. This should include job role and responsibilities, location, salary, contact details and closing date.</p> <p>Contact Information So the prospective employee knows where to contact the organisation to collect further information</p> <p>Closing Date To allow the prospective employee knows when they must have their application completed by.</p> <p>Salary This allows the prospective employee to understand how much money is attached to the position, and whether or not it is in the salary scale appropriate to them.</p> <p>Job Location This allows the prospective employee an understanding of where the organisation is situated so they can see if the location is suitable or not. However, the job advert is very brief and only contains the key points, it is more useful when used in conjunction with other documents such as the person specification and further information about the organisation.</p>		<p>Level 2: [4-6 marks] Candidate discusses a number of the advantages and disadvantages of the use of a job advertisement. Candidates will show an understanding of the question and include explanations of possible benefits or drawbacks, 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>Level 1: [1-3 marks] Candidate identifies/describes the purpose of an advertisement. 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>Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 1: [1-3 marks] List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p>

Question	Answer	Marks	Guidance	
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	<p>Level 2: [4-6 marks] A job advertisement is the first point of contact for a prospective employee to an organisation, and therefore can encourage or discourage people from applying for the position. The job advertisement should provide the necessary information to encourage people to take it further and collect an application pack. The job advertisement also must contain all of information a potential employee needs in order to make a decision about applying or not. This should include job role and responsibilities, location, salary, contact details and closing date These key elements of information will also either encourage or discourage people from applying and therefore play an important part in the process, by ensuring the correct people apply, which will save time and resources at a later date.</p> <p>Level 1: [1-3 marks] A job advertisement is the first point of contact for a prospective employee to an organisation. The job advertisement should provide the necessary information to encourage people to take it further and collect an application pack. The job advertisement also needs to show the necessary information such as role and responsibilities and contact information without any of the major details people will be unable to make the decision as to whether to apply or not. The job advertisement must also be placed in suitable places so people will see it.</p> <p>0 marks No response or no response worthy of credit</p>			

Question	Answer	Marks	Guidance	
			Content	Levels of Response
4a	<p>Indicative Content</p> <p>Benefits</p> <ul style="list-style-type: none"> • Specialist staff managing specific areas. • Clear focus for staff in departments • Budgeting easy to control as spending specific to that area <p>Drawbacks</p> <ul style="list-style-type: none"> • Communication is slower • Economies of scale may not operate as each department buying own items <p>Levels of response marking</p> <p>Level 3: [7-10 marks] 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 fishing 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 Ford Forest 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 shared with other areas of the</p>	10	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question 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> <p>Level 2: [4-6 marks] 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>Level 3: [7-10 marks] 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 or 10 marks</p> <p>Level 2: [4-6 marks] No list – must be at least ‘describe’ Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 1: [1-3 marks] List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p>

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	<p>business. Although budgeting is easier to manage in each functional area, economies of scale may not operate as each department buying own items – so could cost the business money.</p> <p>Level 2: [4-6 marks] 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 fishing 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.</p> <p>Level 1: [1-3 marks] 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.</p>		<p>Level 1: [1-3 marks] 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>	

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	0 marks No response or no response worthy of credit			
4b	<p>Levels of response marking</p> <p>Level 3: [7-10 marks] Remuneration, paying people more if they achieve specific targets etc is likely to motivate staff; often the people working in places such as Leisure Facilities are younger people. Who in the main would be motivated by money, however not everyone is motivated by money. It could also cause conflict as some people may achieve the additional payments and others may not which may cause jealousy in the work force. 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. Money is a big motivator, however being linked to targets adds pressure to individuals. It could cause conflict and the breakdown of a team, and this needs to be weighed up against the benefits of more income. Overall target setting is good as it gives focus; however the money involved should be sufficient to get people interested without costing the Ford Forest more money than it brings in. Ford Forest need to weigh up the costs and benefits. Billie does not seem to be the type motivated by money, and probably the best way forward would be for Liz to sit down with him, or ask someone he is close to sit with him and ask if there is anything wrong, and how they can help. His actions at present are not his normal method of</p>	10	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of financial motivators. Candidate effectively discusses the features of financial motivation There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary</p> <p>Level 2: [4-6 marks] Candidate discuss motivation strategies. Candidates will show an understanding of the question and include explanations of financial motivation. 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>Level 3: [7-10 marks] 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 or 10 marks</p> <p>Level 2: [4-6 marks] No list – must be at least 'describe' Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 1: [1-3 marks] List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p>

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	<p>working, so seems likely he has pressures from elsewhere, that just need talking about rather than discipline or motivation</p> <p>Level 2: [4-6 marks] Staff need to feel that what he is doing is worthwhile. Paying people more if they achieve specific targets etc is likely to motivate staff. Often the people working in places such as Leisure Facilities are younger people. Who in the main would be motivated by money, however not everyone is motivated by money. It could also cause conflict as some people may achieve the additional payments and others may not which may cause jealousy in the work force. If having to work in a team and one individual is letting the team down this could also cause conflict. This method could work but may not work with everyone. Billie has worked in the park since it opened and may not to be the type motivated by money. The best way forward would be for Liz to sit down with him, or ask someone he is close to sit with him and ask if there is anything wrong, and how they can help. His actions at present are not his normal method of working, so seems likely he has pressures from elsewhere, that just need talking about rather than discipline or motivation.</p> <p>Level 1: [1-3 marks] 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.</p>		<p>Level 1: [1-3 marks] Candidate identifies/describes motivational strategies. Information may be in the form of a list of promotion strategies. 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>	

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			Content	Levels of Response
	<p>0 marks No response or no response worthy of credit</p>			
4c	<p>Self appraisal</p> <ul style="list-style-type: none"> • May not be honest • May not be self critical • May find it hard to praise themselves • May lack value to individual <p>Levels of response marking</p> <p>Level 2: [5-8 marks] Self appraisal is one method that could be used; this is when a staff member does their own appraisal. The staff member may not be honest and self critical, and believe they are doing better than they are. This would result in inaccurate findings. Staff may also find it hard to praise themselves as many people find it hard to say good things about themselves, again resulting in poor findings. When an individual does their own appraisal they may not value it and fail to give it the correct amount of thought and attention. A peer appraisal is where a colleague does the appraisal; it may not be honest as someone may give a friend a better appraisal than they should get. As this person is not fully trained it may not produce feedback of suitable standard and may result in spending money on training that is not needed. However feedback may be more accurate as working with individual, and they may know the job better than a line manager who is distant to the job.</p>	8	<p>Level 2: [5-8 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the use of self appraisal Candidate effectively justifies their views and suggests why the product is suitable or not. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p>Level 1: [1-4 marks] Candidate identifies/describes the use of self appraisal at Ford Forest it may be in the form of a list of advantages and disadvantages of the present product. 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>Level 2: [5-8 marks] 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> <p>Level 1: [1-4 marks] 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>

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			Content	Levels of Response
	<p>Level 1: [1-4 marks] Self-appraisal is one method that could be used, however the staff member may not be honest and self-critical. This would result in inaccurate findings. Staff may also find it hard to praise themselves, again resulting in poor findings. A peer appraisal may not be honest as someone may give a friend a better appraisal than they should get. As this person is not fully trained it may not produce feedback of suitable standard and may result in spending money on training that is not needed. However, feedback may be more accurate as working with individual, and they may know the job better than a line manager who is distant to the job.</p> <p>0 marks No response or no response worthy of credit</p>			
5a	<ul style="list-style-type: none"> • Levels of motivation • Response to consumer trends • Staff turnover • Sickness rates • Absenteeism • Organisational structure • Budget 	2		Points marking One mark for each identification up to a maximum of two.
5b	<p>Absenteeism can cause a number of issues for human resource planning, as often it has little or any notice, which may make an organisation understaffed.</p> <p>Staff Turnover can impact onto human resource planning. Too little turnover and an organisation lacks new ideas coming in, too much staff turnover</p>	2		Points marking Up to two marks for the explanation of the impact of an internal factor on HRP.

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			Content	Levels of Response
	may make it difficult to recruit staff, as the organisation may be seen as a negative employer.			
5c	<p>Levels of response marking</p> <p>Level 3: [7-10 marks] High demand for labour might result in an increase in salaries and wages to attract staff at all levels. This could happen on a national level with high employment. This may also be more localised, where wages may increase or decrease depending on local employment levels. Organisation may find they have to compete with other employers for the best staff, if employment levels are high, high salary and benefit packages may have to be offered to ensure staff join them. This would impact onto the organisation, if they are using money in recruitment packages it may mean that it cannot be used elsewhere, so they have to look at it terms of cost versus benefit.</p> <p>Level 2: [4-6 marks] High demand for labour might result in an increase in salaries and wages to attract staff at all levels. This could happen on a national level with high employment. There may also be competition for job seekers when specific skills set is needed as these may be in short supply, and employment offers would have to be such to get people to work there rather than for other people. However if there are lots of jobs on offer in the area that require limited skills, it may be equally difficult to recruit as potential employees have lots of other options.</p>	10	<p>Level 3: [7-10 marks] Candidate will show a clear understanding of the question and include detailed identification and explanation of the impact of competition on HRP. Candidate effectively discusses impact of competition on HRP, 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> <p>Level 2: [4-6 marks] Candidate discusses a number of impacts of competition on HRP. Candidates will show an understanding of the question and include explanations of possible impact on competition on HRP, 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>Level 3: [7-10 marks] 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 or 10 marks</p> <p>Level 2: [4-6 marks] No list – must be at least 'describe' Description only – 4 marks Explanation/analysis – 5 marks Evaluative comment (because.... means that....) – 6 marks</p> <p>Level 1: [1-3 marks] List – maximum 2 marks 2 identifications plus one description – 3 marks 2 identifications and unsupported judgement – 3 marks</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>Level 1: [1-3 marks] Competition for job seekers could occur when the economy is well, and many people are employed, meaning the pool from which employees can be drawn is smaller. High demand for labour might result in an increase in salaries and wages to attract staff at all levels. Other than an increase in salary, other perks may be offered to attract potential employees.</p> <p>0 marks No response or no response worthy of credit</p>		<p>Level 1: [1-3 marks] Candidate identifies/describes the impact on competition of HRP. 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>	

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