



General Certificate of Education

Leisure Studies

8641/8643/8646/8649

LS09 Working in the People Business

Report on the Examination

2007 examination - June series

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GENERAL COMMENTS

This was the second paper set on Unit 9 Leisure Studies - Working in the People Business. Overall, candidates' performance was satisfactory, though fewer performed to the higher standard seen in the January 2007 series.

What was particularly good:

1. Candidates showed a good basic knowledge of the whole specification and there was no apparent area where a majority of centres had neglected to cover the required content. This is encouraging, as it is the intention to set questions on all parts of the specification over a period of years in coming examination series. However, the level of detailed knowledge remains rather low.
2. Candidates had chosen and studied relevant leisure organisations to illustrate their answers including leisure centres, gyms, cinemas, bowling alleys, museums and catering facilities. Again, it is the intention to continue setting questions that ask candidates to refer to organisations that they have studied.

What was not so good:

1. Many candidates failed to look closely enough at the command word (although they were generally attentive to the wording of the questions). This explains some relatively low scores, as answers that failed to "evaluate" or "explain" cannot reach the higher levels.
2. Many candidates went beyond the bounds of a question into the eventual consequences for an organisation like higher profits or turnover of staff. These would be possible *subsequent* effects rather than what was asked about. For example, the mark scheme rewarded specific points made about bonus schemes (like the difficulties of implementing them) rather than possible knock-on effects of, say, staff working harder or of staff dissatisfaction. Similarly, some candidates speculated on possible eventual results of using a recruitment agency at a festival, such as bad press or customers not coming back next year, rather than focusing their writing about the use of a recruitment agency.
3. Candidates need to gain more detailed knowledge of topics in the specification, (such as the jobs in a chosen leisure organisation) and understanding (for example of the strengths of a range of motivational strategies).

Question 1

The approach taken to this question on Recruitment and Selection was, typically for this paper, applied to a case study from the UK leisure industry. Candidates were asked to apply their knowledge and understanding to an example of an Open Day at a real leisure facility. Many candidates produced a realistic plan for the four-hour Open Day which would provide potential recruits with relevant information, such as job requirements, pay and conditions. Some spent too much time on imaginary details about catering and administrative arrangements for the day whereas the question required them to show how the participants might gain enough information to decide whether they would want to work there.

In the last section of this question, candidates called upon their knowledge of a hierarchy at a leisure organisation they had studied to analyse the range of jobs there. The best answers not only showed the sorts of people who would be suited to the various jobs but also showed how the nature of the work would make them suitable for it.

Question 2

This question asked about two motivational techniques, namely perks and bonus payments. Candidates needed to demonstrate the range of perks that may be available in different leisure organisations and may be granted to staff according to position and seniority. Perks are non-monetary allowances which are not dependent on performance, but some candidates included a range of other benefits like extra payments or leave, which are not regarded as perks.

All candidates understood the intention of bonus payments to encourage staff to work harder, but few referred to further strengths over other incentives such as that it is a money payment which, unlike perks, can be spent as the employee wishes. As for drawbacks, in a service industry like leisure, setting the amount of bonus to be paid and measuring staff performance are likely to be often problematic. Candidates needed to avoid going beyond discussing the bonus into speculating on possible eventual consequences for the organisation, such as greater customer satisfaction.

Some candidates referred to motivational theorists such as Herzberg or to other motivational techniques like job enlargement and autonomy, which was welcomed.

Questions 3 and 4

These questions were about front-of-house staff. Candidates demonstrated good understanding about disability but struggled to differentiate between disability *awareness* and provision. Training on awareness would make employees aware of the requirements of disability legislation and of an appropriate approach towards treating customers. It would not go as far as the operation of the facility for people with disability or the sort of knowledge of disability needed by a carer.

The question about personal qualities expected from front-of-house staff was straightforward, asking for two examples (some candidates offered four or five) and to show why they are appropriate. Obvious, simple examples include reliability and a clear speaking voice yet some candidates offered skills or knowledge, which are clearly not qualities.

The question about a formal disciplinary procedure to deal with Simon, who is disrespectful to other staff, produced generally good answers. Candidates should think about how the leisure organisation will be careful to keep an accurate record at every stage and to build fairness into its procedures (by gathering evidence and letting Simon state his case, for example).

Question 5

Most candidates earned marks in the middle range for this question, being able to see the usefulness of a job description as a checklist or as a reminder of an employee's intended role without seeing the potential to review the role or focus on particular strengths. Candidates were unable to gain credit by answering about the usefulness of a job description for recruitment.

Question 6

Candidates had a good overall knowledge of the intention and detail of the Disability Discrimination legislation but not of the Rehabilitation of Offenders Act. It will not be possible for centres to predict which legislation from the range listed in the specification might be asked about in any particular exams, but a simple knowledge of the key intentions of each is expected.

Question 7

Candidates had a good basic grasp of the nature of training schemes like apprenticeships and were able to offer examples of some of their benefits for young people. However, candidates did not always see their key purpose as being to make the apprentice more employable in the future.

Question 8

The best answers explained that 'V' and other festival organisers are willing to pay recruitment agencies to provide staff such as litter pickers and stewards because it frees them from all the tasks of advertising, recruiting, supervising these staff, etc, so that they can focus on matters like providing the musical entertainment. The drawback is that the festival organisers are completely dependent on those agencies to do a good job for them by providing sufficient and suitable staff.

Suggestions for teachers to prepare future LS09 candidates:

1. Teachers could help candidates by studying the general theory on topics in the specification but illustrating it as much as they can by thinking about organisations in the UK leisure industry. Thus, for example, the hours of work or shifts at a catering organisation; opportunities for career progression at a leisure centre; the use of volunteer staff at a heritage organisation; recruitment and selection procedures in a museum, etc. This need not be done in particular detail but will prepare candidates better for the applied nature of questions, as shown in the January and June 2007 examinations.
2. Candidates should study some particular job roles and know reasons for the requirements in terms of qualifications, experience and personal qualities. They should also be familiar with the organisational structure or hierarchy in one leisure organisation and the reasons for it.
3. Some candidates chose shops as examples of leisure organisations. This is a difficult area, as shopping *can* be a leisure pursuit - for example, browsing through gift shops in a 'honeypot' village in a National Park. However, given all the alternative leisure organisations that centres might study, it seems risky for candidates to choose shopping organisations at all, especially if under the pressure of an exam situation they choose chain stores or supermarkets whose purpose is clearly everyday household shopping.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.