



General Certificate of Education

Leisure Studies

8641/8643/8646/8647/8649

LS09 Working in the People Business

Report on the Examination

2009 examination - January series

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GENERAL

What was particularly good

1. Many centres have encouraged their candidates to look back at questions from previous exam papers and learn from the published mark schemes. While future exam questions will always show some variation and will require application of knowledge to new situations, practising several past papers should give candidates a sound preparation for their LS09 examination.
2. It was striking how many candidates had much better knowledge of topics such as motivation and disciplinary procedures than in the past.

What was not so good

Many candidates did not show they had made adequate preparation for questions about a named job or career, although in previous years such questions were done well. While there is no pledge that this topic will always come up, it is clear from previous papers that details about a named job in leisure are very frequently required in one form or another.

Question 1

It is quite difficult to describe a 'quality' but on the whole candidates made a good attempt at doing so and explaining its difference from a 'skill'. When asked to choose one quality relevant to people working in the leisure business, it was rather disappointing that a number of candidates then named a learned *skill*. Examples which were not rewarded as qualities included communication skills, customer service skills and good manners. There were strong answers about how making CVs effective by tailoring them to a particular job application. Answers which did no more than emphasise care over presentation did not score well.

Question 2

Candidates showed they had some understanding of the weaknesses of 'bonus' as a motivation method but found it quite difficult to focus on the precise task of the difficulties of operating a bonus scheme. This question was asked - as are most questions on this paper - from the viewpoint of managing leisure rather than the interests of the employee. Candidates sometimes became sidetracked into discussing the problems of working in a team rather than of operating a bonus scheme.

Question 3

Candidates needed to outline the sorts of information that a leisure organisation would typically gather about staff performance and had little difficulty finding examples, such as measures of productivity, carrying out observed tasks or customer feedback. However, many answers made only slight reference to the usefulness of this information in the following question and did not come close to evaluating how useful it would be. In annual appraisal, there would be little use made of *some* of the information, but the employee's own answers to the appraisal questionnaire would be a most important document on that occasion.

Question 4

Candidates performed well on this question, sometimes using knowledge from their own part-time or summer jobs. Nearly all candidates explained clearly when and why an organisation might take on casual or seasonal staff, but only those who showed how and how much this helped the organisation could access the higher marks.

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Question 5

This question about handling persistent misconduct was mostly answered well and in some cases almost perfectly. A formal procedure was asked for, so candidates needed to include a series of steps in a logical order which would ensure that the leisure organisation could be consistent in assembling evidence, giving the person being disciplined a chance to improve, keeping records at every stage, etc. in order to bring the situation to a just resolution.

Question 6

This open question gave students an opportunity to structure their own answers and to demonstrate the depth of their understanding. This unfortunately led some candidates to go no further than asserting that all leisure organisations should be equal opportunities employers rather than explaining why this should happen. The second part of the question allowed candidates to gain marks for any correct knowledge about the requirements of a chosen piece of legislation. In many cases, candidates knew their facts precisely and in detail.

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Question 7

While nearly all candidates chose a suitable career for their outline plan, they struggled to give specific details such as the correct qualifications, expert sources of information and names of jobs that would be appropriate on the road to achieving their career choice. The gap between well-prepared candidates and those with limited and general knowledge was striking, producing a wide range of marks. Candidates should expect to be asked to show *precise* knowledge about one particular job that they have studied. They should practise describing the duties and career progression of the job and should be able to explain why particular experience is necessary.

Question 8

Again, this question asked candidates to show detailed knowledge of the duties and role of one job they had studied, which could be the same as that chosen in question 7. Many candidates did not know the difference between a job description and a person specification, and gained marks only by referring to occasional job duties within their detailed description of a *person specification*, which was *not* required.

Suggestions for teachers to prepare future candidates

Centres are strongly advised to prepare their candidates to answer questions about two specific jobs within the leisure industry. Candidates must have specific knowledge about duties, qualifications, relevant experience, career progression, etc.

Centres are advised to choose jobs that are unarguably part of the leisure industry rather than jobs in education or retail or other sectors which do not conform to accepted definitions of 'leisure'.

Teachers should plan their teaching from the point of view of the management of the leisure industry more than the employee or customer. For example, the emphasis in questions about the recruitment and selection procedure or motivational methods or requirements of legislation is likely to be from the leisure organisation's point of view.

Centres are advised to make use of past papers and mark schemes in preparing their candidates.

Mark Ranges and Award of Grades

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