



**General Certificate of Education**

**Leisure Studies**

**8641/8643/8646/8647/8649**

**LS09          Working in the People Business**

**Report on the Examination**

*2010 examination - January series*

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## General Comments

### What was particularly good

1. Candidates continue to improve in this paper, which suggests that centres are making use of the mark schemes and examiner reports to increase their understanding of the specification.

### What was not so good

1. Candidates are in many cases not well-informed about their chosen leisure organisation. The level of specific knowledge remains poor. They should have chosen an appropriate job about which they can obtain information and be very familiar with *details* of the duties and requirements of that job.
2. When asked about a particular method of motivation, candidates tend to write about possible benefits of motivating staff in general and the effects upon the organisation (more customer satisfaction, repeat customers, even a better image). What is required are the specific benefits of that method which marks it out from other methods.

### Question 1

Candidates needed to write about significant rather than minor advantages of using a newspaper in preference to the internet to advertise vacancies, namely those determining whether the medium is successful in attracting potential applicants. Most candidates were able to explain clearly how a newspaper could target the intended applicants according to job status or locality but there were many other possible advantages and they needed to demonstrate some range. Candidates should be careful in asserting that either newspapers or websites are a 'cheap' way to advertise as it depends, for example, on whether an agency or a website specialist is engaged, so they should explain their assertion.

### Question 2

Candidates were asked to sketch an organisational chart of a leisure organisation they had studied but many struggled to come up with six or even five unarguable jobs from the leisure business. Duty managers and general managers were accepted but all sorts of other subordinate managers were regarded as repeats.

To describe the qualifications, skills and experiences required in a job, candidates have to be *specific*. For example, when describing the experience that job holders should have, they should amplify their answers to include experience doing what; for how long; and where? Additionally, this needs to be linked the present job.

### Question 3

Candidates needed to show more knowledge about redundancy procedures and terminology in order to do well at this question. Answers which explained the importance of keeping all employees fully informed during the reorganisation were correct, but there is more than that to conducting the procedures properly.

### **Question 4**

Candidates showed they understood performance-related pay rather better than in previous series but some continue to claim that it has the disadvantage of costing the organisation a lot of money, whereas this will be outweighed by the greater productivity achieved. Most candidates also failed to show they had realised some of its key attributes such as, that targets for individuals can be negotiated at appraisal meetings, and that a properly run system is inherently fair as it relates rewards to work done (if that can be measured).

### **Question 5**

Several candidates failed to score because they wrote about the benefits and drawbacks for the *employee* rather than the company. Others did not understand the nature of the scheme, so this was a case where careful study of both question and resource was advisable.

### **Question 6**

In this question, as in question 5 and in LS09 papers generally, straight 'lifts' quoting the resource were not rewarded. Thus candidates who wrote that transferable skills are "skills which can be transferred to another job" did not score because they did not show they understood what the phrase means. There were some very good answers on the difficulties that seasonal employers face but it was plainly incorrect to suggest that seasonal workers would be unreliable, lazy or even dishonest, simply because they were temporary employees.

### **Question 7**

In this question candidates needed to distinguish between what can be learned from a group discussion and what can be learned from a panel interview. Candidates found it difficult to articulate why a panel interview is useful and it is suggested that centres should discuss this with candidates when studying the topic. Asking the candidates to suggest a likely interview question has not been attempted before and mostly this was answered very well. Closed questions, very broad questions, and asking interviewees to compare themselves with other candidates (*how could they know?*) were not accepted.

### **Question 8**

Questions about disciplinary procedures have been asked before and it is evident that some centres have heeded previously published mark schemes. However, some candidates gave too much description (for example, being repetitive about what would happen as each warning is given) and should devote more space to explaining the procedures, as asked. It was pleasing that many candidates commented on the specific problem of health & safety, explaining how much more serious it would be if David had placed other employees and members of the public at risk, and how serious breaches could result in instant dismissal for misconduct.

### **Suggestions for teachers to prepare future candidates**

1. Centres are advised to look over the mark schemes and examiner reports of past examinations.
2. Centres are advised - as in previous series - to study two jobs from different sectors that are unarguably part of the leisure industry rather than jobs in retail or travel. Centres should convince candidates that all their examples should be taken from a leisure context.

## **Mark Ranges and Award of Grades**

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