



## **General Certificate of Education**

# **Leisure Studies**

## **8641/8643/8646/8649**

**LS09          Working in the People Business**

# **Report on the Examination**

*2007 examination - January series*

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The first examination of Unit 9 *Working in the People Business* showed that the majority of candidates had a good general understanding of the subject matter.

### **Question 1**

1(a) was a simple question about personal qualities expected in a leisure centre. Most candidates scored well but others slipped up for two main reasons: not knowing the difference between qualities and skills; and not heeding the command word of the question, which was 'outline'.

1(b) was also answered well, with candidates coming up with sensible career advice for a leisure assistant; while 1(c) produced an interesting range of problems and challenges that only a General Manager would be expected to deal with because of having greater training, experience and authority.

### **Question 2**

Many candidates performed moderately on this question and on the whole, answers were vague. A small number of strong responses referred to the specific skills and qualifications expected for the job and gave realistic examples of the sorts of previous experience that a job holder might have had. Similarly, stronger answers referred to specific tasks in the job for which the skills, qualifications and experience were desirable, rather than answering in general terms. Candidates should study the nature of specific jobs in the leisure industry, providing themselves with examples of career progression towards the job.

### **Question 3**

Some candidates were over-dependent on the given table for ideas about the motivating effect of performance-related pay. They needed to go on to develop points such as the difficulties of measuring performance in a leisure context, or how possible it may be for employees to improve performance through their own efforts. It was necessary to focus answers upon shortcomings or strengths of a performance-related pay scheme rather than all the subsequent effects of a well-rewarded or a discontented workforce.

### **Question 4**

4(a) Candidates were able to see that the advert would be aimed at a local catchment area. "The internet" was not accepted as an answer because candidates needed to be more precise by suggesting, for example, the zoo's own website.

4(b) Most candidates realised that the question asked about 'this advertisement' and those that discussed the effect of positioning alone did not score well. Credit was given for discussing the particular features of the advert that would help to attract a field of suitable applicants, regardless of whether candidates argued that the advert was effective or ineffective.

4(c) Centres should look at real documents from the recruitment and selection procedure, such as application forms, interviewing score sheets and, for this question, equal opportunities monitoring questionnaires which are separate from the application form.

### **Question 5**

5(a) Candidates often had in mind the personal statements that they are currently using to support applications to higher education. When applying for a job, such statements would be tailored to match the needs of the job.

5(b) All candidates had an understanding of the interview process but needed to go beyond simply describing the benefits of talking to applicants in person. The best answers included how the interview panel can operate in order to find the best person for the job.

### **Question 6**

6(a) Possible answers included a range of unskilled tasks, although 'cleaners' was regarded as too imprecise. For stage crew or stage constructors, a festival would engage a specialist company to be responsible for the skilled and technical tasks.

(b) Being able to enjoy events for free was not allowed as a significant advantage because staff are employed to work, not to watch the music or sport. Many candidates came up with such possible or incidental advantages, instead of the genuine advantages of a worker using a recruitment agency

6(c) Candidates did well on this question, nearly all remaining relevant to the task of explaining advantages for the hotel of staffing events with occasional workers. Similarly, almost every candidate received some credit for suggesting likely contractual requirements relating to uniform. It was pleasing that candidates were often familiar with the direct style of phrasing used in contracts and agreements.

### **Question 7**

The question expected candidates to be aware of the key steps in a proper procedure that would resolve grievances. Candidates could (and did) score full marks despite omitting some steps. Their procedure needed to be careful about obtaining the true facts and include strategies to ensure fairness. It was not appropriate to go beyond the bounds of the question by describing a disciplinary procedure for the person who drew up the shift roster. Centres should remind candidates that in a workplace, managers have the right to manage and make decisions, without necessarily having to negotiate or compromise with the aggrieved employee.

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