



**General Certificate of Education (A-level) Applied
January 2011**

Leisure Studies

LS09

**(Specification
8641/8643/8646/8647/8649)**

Unit 9: Working in the People Business

Report on the Examination

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General Comments

What was done well

1. Candidates have addressed a weakness from previous series and are generally familiar with the specific requirements of a chosen leisure job. They now need to move on to relating them better to the duties of the job concerned.
2. More and more candidates are showing that they have learned from previous Reports on the Examination and from studying mark schemes of past papers.

What was not done so well

1. Candidates have learned a good deal about interview procedure (which may help them as they enter the jobs market). Equally, they have gained a good understanding of disciplinary procedures. However, they should always study the wording of a question before answering to ensure that they do not recite all that they have learned and remain relevant to the question set. Some candidates wrote at excessive length with much procedural detail but insufficient reference to the requirements of the question.
2. It is laudable that centres are preparing by learning from past papers and mark schemes, but again candidates must be wary of merely repeating those answers and should apply their learning to the question set.
3. Handwriting was again an issue, some scripts being almost undecipherable, which does not help the candidate to convey his or her ideas and creates unnecessary difficulty for examiners. Centres should remind their candidates to avoid pale or faint black pens and strive not to write too small.

Question 1

For the first time candidates were asked to draw an organisational structure using the details provided about a particular leisure organisation's staffing. Many candidates scored full marks and only a few of the weakest answers showed that they did not know how a 'family tree' diagram is used to show a hierarchical structure, as has been demonstrated throughout the life of this qualification. There was only one permitted variant: because candidates could not be expected to know whether the deputy manager or the box office supervisor would be in charge of the ushers, either answer was acceptable. Mostly, candidates knew what a span of control was and illustrated the concept from their diagram.

Question 2

This question was about a panel interview, so side points about shortlisting and group interviews were not relevant. Secretarial tasks, such as writing to interviewees to inform them they had been unsuccessful in getting the job, would not be the role of the panel, though candidates were quite correct to point out that it is fair for the panel to offer unsuccessful applicants a debriefing after the interviews. Candidates needed to write about how the panel would be able to keep an open mind and eliminate bias and prejudice in order to select, on evidence, the interviewee who most closely met the job's person specification. Centres might set up mock job interviews as a learning activity but, if they do so, should aim to focus on how an organisation will ensure it is picking the best candidate and being fair.

Question 3

A sizeable minority focused on what was off-putting about the job advert, whereas the question asked was about how the advert would attract good applicants. Saying, for example, that the advert would not attract people who don't like presenting to the public was not the answer sought. Explaining how the job description would help filter out ineligible applicants does not answer a question about how the advert would attract good applicants. Candidates needed to perceive the attractions of the large

salary, the opportunity for training, the interesting work with frequent contact with members of the public and being employed by a successful, go-ahead organisation. Comments about fonts, typefaces etc received marks, but not many, though the persuasive language found in the advert was relevant.

Question 4

Candidates now understand much better the meaning of job descriptions and person specifications and realise their importance in recruitment and selection. Setting a more restricted question about one leisure job the candidate had studied, which focused on details of only the qualifications and experience required, produced much more specific answers than have been seen in the past. Rather than writing generally that "experience is important", many said how long and in what sort of post the experience should take place and they had learned the names of qualifications. As in previous years, candidates sometimes hampered themselves by choosing a job where no particular experience or qualifications were required. This is why candidates are expected to have studied at least two leisure jobs so that they might pick one appropriate to the question set. Jobs selling cars and clothes are not considered part of the leisure industry.

Question 5

About half of the candidates were able to place the different stages of appraisal in a correct order. Candidates were asked to show how leisure organisations might use particular pieces of information in staff appraisals but they gained few marks for stating the obvious (that observation would show how well the employee was performing tasks or that a self questionnaire would indicate what an employee thinks). Instead, they needed to show how the evidence from the range of different sources enables discussion (including how realistic an employee's concerns and aspirations were; how customers were the lifeblood of the organisation so their feedback is highly significant; whether much had been learned from training opportunities), all of which should lead to considered outcomes and perhaps action to develop the employee for the benefit of the organisation.

Question 6

Most candidates demonstrated some understanding of the discrimination legislation but the focus of the question was on three specific terms and, unfortunately, relatively few knew their correct meaning. Victimisation does not mean bullying of people from an ethnic minority or those with disabilities, but means inflicting reprisals on an employee who has exercised his or her right to complain about discrimination. Similarly, most candidates were confused about the exact meaning of 'indirect discrimination' and could not describe how it occurs. Fewer candidates were incorrect with 'genuine occupational requirements', and illustrated the term by using an example seen in a recent past question paper. This question also asked about overcoming disadvantage. Candidates needed to go beyond listing the ways in which access for disabled people is improved because, in order to assess the extent of support, more breadth is needed. They might have included aspects of how disabled people are enabled to carry out tasks and their rights to equal treatment in promotion, pay and the whole recruitment process.

Question 7

Candidates have certainly improved their knowledge of disciplinary procedures since this topic was first examined. However, very lengthy descriptions of how meetings are arranged or warnings issued were not what was wanted because the question required candidates to show *how* the procedure could be made fair (for example, by gathering evidence) and answers usually failed to explain how arrangements (such as allowing a union representative or friend to be present) would help fairness. There was also insufficient attention to gaining a satisfactory outcome, which would mean that the employee changes his or her conduct and begins to work well. Organisations strive to avoid all the time, cost and trouble of dismissing staff, if they can. One step which was mostly omitted is that the organisation would consider adjusting its operations after a disciplinary incident so that the problems do not occur again.

Suggestions for teachers to prepare future candidates

1. Candidates must be wary of merely repeating their learning from past question papers; they should apply it to the question set. For example, the question on interviewing was about how an interview panel should carry out its duties, so a group interview, which was the subject of a question set in a recent question paper, was not relevant.
2. Candidates need to learn specific details of at least two leisure jobs and should choose the one with the best scope to answer the question posed.
3. Centres should help ensure that candidates' writing is legible, large enough to read, and is in sufficiently dark, black ink.

Mark Ranges and Award of Grades

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