

# Examiners' Report Summer 2010

## Principal Learning

### Manufacturing and Product Design MP302 Customer Needs and Market Requirements in Manufacturing

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## 1. PRINCIPAL EXAMINER'S REPORT - LEVEL 3 UNIT 2

### General comments:

This paper provided a range of responses varying from generic descriptions of principles to comprehensive explanations of specific concepts and techniques. Lower ability candidates often gave brief descriptions of a general nature which could be considered "general knowledge" this was a similar picture with more able candidates although a little more analysis and reflection was evident from these candidates.

When very specific questions were asked no candidates were able to supply comprehensive responses. Many questions requiring multiple responses often featured the same answer reworded.

It is evident that some candidates either misread or misunderstood the questions being asked and need to develop appropriate exam techniques to help them identify the key responses required for each type of question.

### Question 1a

This question required candidates to focus on quantitative market research. Most candidates gave appropriate responses frequently suggesting questionnaires or data/statistical research. Some candidates gave a consideration of the data rather than methods used to collate it.

### Question 1b

This question required candidates to focus on qualitative market research. Most candidates answered some part of this correctly although there was some repetition from question 1a with insufficient explanation or expansion to warrant marks being awarded.

### Question 1c

This question required candidates to focus on the advantages of using closed questions in interviews. Most responses considered the quantitative nature of the data being easy to collate and analyse the data. Some generic market research responses were given by candidates who did not really understand the question.

### Question 1d

This question required candidates to concentrate on how focus groups operate. This question generated mixed responses with candidates often giving one reason then repeating it as their second description. Candidates generally demonstrated a lack of understanding of the purpose of a focus group, some confusing it with a design team.

### Question 2a

This question required candidates to focus on options offered to customers under the sale of goods act. The responses to this question, were almost all refund or exchange virtually all candidates got both available marks.

### Question 2b

This question required candidates to consider a price related fact customers should be aware of under the sale of goods act. Most candidates were able to get at least one mark by stating the price should be available. Few candidates were able go beyond this although some mentioned VAT. Some responses were not price related.

### **Question 2c**

This question focussed on the requirements of the sale of goods act. Two requirements were expected but candidates frequently repeated the initial response in a slightly different way. Some candidate confused the sellers and manufacturers responsibilities.

### **Question 3**

This question required candidates to consider how the ASA deals with complaints. This question brought vague responses, few candidates demonstrated an understanding of the ASA with some confusing it with legal cases.

### **Question 4a**

This question required candidates to focus on internet and TV advertising. Although many answers were insufficiently precise most candidates were able to access some marks with general knowledge of the TV and Internet.

### **Question 4b**

This question required candidates to focus why good after sales service promotes sustainability. Although most candidates provided comprehensive responses but few managed to go beyond explaining the company caring, repeat business and word of mouth. Many candidates repeated the same points, in different words, several times.

### **Question 5a**

This question required candidates to on data available from public bodies. Few candidates demonstrated a knowledge of the organisations listed many referring to the way data is presented rather than what the data tells them.

### **Question 5b**

This question required candidates to consider how statistical data is used when developing products/processes. All candidates were able to provide responses however these did not link manufacturing and the market. All candidates focussed on market research without any consider of types of manufacture such as one-off, batch, flow etc.

### **Question 6a**

This question required candidates to consider how a pharmaceutical company might use statistical data. Many candidates gave a response regarding demand but few linked this to product development.

### **Question 6b**

This question required candidates to describe the benefit of assessing the potential market. This question elicited very generic responses with most candidates being able to obtain one or two marks but few being able to really define the market properly.

### **Question 7a**

This question required candidates to explain the implication of EU legislation on consumers of light bulbs. Many candidates only gave a list of brief responses with no expansion (maximum 3 marks allowed). Generic/general knowledge responses often given.

### **Question 7b**

This question required learners to consider how a manufacturer develops a marketing strategy. Many candidates gave strategies rather than suggesting how a manufacturer might develop a strategy. Consequently few candidates managed more than one or two marks, some repetition in answers noted.

### **Question 8a**

This question required candidates to consider brand loyalty. Some candidates suggested promotional strategies which was ruled out in the question. Although many candidates gave thorough answers some repetition was evident including elements of the question.

### **Question 8b**

This question focussed on promotional strategies. Most candidates responded with cash/financial incentives although celebrity endorsements were also recognised. As previously noted elements of general knowledge and perceived practice, rather than strategic thinking, is demonstrated in candidates answers.

### **Question 9a**

This question focussed on a definition of carbon footprint. All candidates correctly responded by suggesting the carbon emissions but most did not relate this to fossil fuels, greenhouse gases, global warming etc.

### **Question 9b**

This question focussed on carbon offsetting. Most candidates gave comprehensive answers based upon planting trees, using carbon credits, investing in new technologies etc. Candidates generally achieved good marks for this question.

### **Question 9c**

This question focussed on factors considered when auditing the carbon footprint. Many candidates confused this with the previous question. Those who understood gave good responses.

### **Question 10a**

This question focussed on exploitation of labour. As this question is somewhat vague candidates responses considered what exploitation is in some cases, others suggested why it should be avoided. Most could identify key factors with some comprehensive answers.

### **Question 10b**

This question focussed on intellectual property. No candidates were able to answer any part of this question, no marks were awarded and many did not attempt the question.

The vast majority of the candidates attempted a wide range of questions across the paper. However, there was insufficient focus on the requirements of the more challenging questions with many candidates making a single statement of fact and discussing this rather than using a range of facts/reasons/justifications to demonstrate understanding.

It was evident that many of the questions, generated responses that would be considered general knowledge. Whilst this will allow most candidates to achieve a significant number of marks they will not be able to demonstrate sufficient understanding to achieve higher grades.

A significant number of candidates left later questions unanswered. Candidates should be encouraged to at least attempt every question as a few marks can often be achieved this way.

## 2. STATISTICS

### 2.1. Level 3 Unit 2 Customer Needs and Market Requirements in Manufacturing

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	90	78	69	60	51	42	34
Points score	14	12	10	8	6	4	2

#### Notes

**Maximum Mark (raw):** the mark corresponding to the sum total of the marks shown on the Mark Scheme or Marking Grids.

**Raw boundary mark:** the minimum mark required by a learner to qualify for a given grade.

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