

Examiners' Report/
Principal Examiner Feedback

Summer 2013

Principal Learning

Manufacturing & Product Design
MP201 Paper 01

Running a Manufacturing Business

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Unit MP201_01

Running a Manufacturing Business

General Comments

The paper produced a good range of responses. Lower ability students sometimes gave generic responses and so did not gain full marks. Higher ability students attempted more questions, including the more demanding questions at the end of the paper and were able to produce responses that were detailed. These responses were specific to the question being asked.

It was encouraging to see students using appropriate exam techniques to help them identify the key responses required for each type of question and that this series, students attempted to respond to nearly all questions including the more demanding calculation questions.

Question 1 (a) was answered correctly by the majority of students as 'administration' or 'accounts'. However a few students confused job roles/titles with the name of the business function – 'accountant' is not the same as 'accounts'.

Question 1 (b) was answered correctly by many with 'administering wages' being the most popular answer. Answers suggesting that administrators decide how much employees get paid were incorrect – this is outside the job description of administrators.

Question 2 was answered correctly by many.

Question 3 was answered very well by many with students noting that issuing a larger size of overalls would be sufficient.

Question 4 was generally answered correctly.

Question 5 was answered correctly by the majority of students, with the most popular response being 'to stop the business going bankrupt'.

Question 6(a) and 6(b) was often incorrectly answered with many students providing guesses at the numbers of employees involved.

Question 7 asked students to describe the role of the legal department. Partially correct answers were common with students naming the law or the writing of employment documents.

Question 8(a) was correctly answered by only a few students.

Question 8(b) many students gave vague answers like 'in charge' and didn't correctly identify what the job role entailed.

Question 9 it appeared that students confused being competitive with selling more products.

Question 10 was not attempted by many students.

Question 11 was correctly answered by the majority of students with nearly all students showing both their working and answer.

Question 12(a) (i), 12(a) (ii) and 12(a) (iii) and 12 (b) were often not attempted, or only partially attempted, by students.

Question 13(a) and 13(b) answers showed that students had a clear understanding of the nature of product recall and the issues for a manufacturer.

Question 14 was answered poorly with many students not linking their answer to sales figures.

Question 15(a) 'slows down communication' was the most popular answer.

Question 15(b) answers indicated that students did not understand that the Managing Director was in overall charge of the business.

Question 16 many student responses outlined two long-term benefits with popular answers being that the costs of training would be repaid by savings found by the employee, or by the employee training other workers.

Question 17 students often did not relate their answers to the distribution department.

Question 18(a) answers often did not refer to how using the total sales figures for the entire year would be an advantage.

Question 18(b) students read this question incorrectly and answered with advantages for using sales figures for the entire year.

Question 19 answers indicated that very few students understood what a matrix organisational structure was.

Question 20 sustainability is clearly an issue understood by many students, with the most popular answer being to redesign the product using fewer or renewable materials.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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