EXAMINER'S REPORT

AUGUST 2000

MARKETING INFORMATION ANALYSIS II (MIA 2)

General Comments

Perhaps the most striking feature of the results from this sitting was, with one exception, the failure of any candidate to obtain a grade higher than D. This is explained largely by the generally poor performance of candidates on Section B of the paper. Questions in section B on this occasion were similar to those asked in previous MIA2 examinations and could not in general be described as being more difficult/obscure than questions on past papers, covering similar content areas. Apparently the level of effort required to grasp the quantitative material in Section B is proving too much for many candidates.

SECTION A

Question 1

A comparatively large number of candidates chose to interpret part (a) of this question as requiring them to indicate the various steps in the marketing *research process*. However the components of a marketing *research proposal,* an issue which is explicitly dealt with in the recommended text, requires distinctly different information.

Question 2

To obtain most of the marks on this question it is necessary to identify in specific terms the particular characteristics of the various services. Many candidates have an insufficiently clear picture of what is involved in these services.

Question 3

While most candidates who attempted this question obtained at least some of the available marks, a weakness was a tendency to ignore the requirement in part (b) to contrast qualitative and quantitative methods with respect to three particular criteria. The purpose of framing the question in this manner is to try to discourage over long discourses on the details of particular research techniques.

Question 4

While part (a) of this question might understandably have eluded some candidates, although the issue is treated in depth in the recommended text, it is somewhat surprising that there are students of marketing research who cannot set out a clear sequence of steps involved in questionnaire design.

SECTION B

Question 5

Many candidates confused sequential sampling with systematic sampling, while few could indicate what double sampling involves. It is perhaps fair to say that these methods are somewhat less emphasized than other random sampling methods, making them to that extent more difficult for students.

Question 6

Surprisingly few candidates attempted this question. In all matters quantitative/statistical in the MIA2 course it is appropriate to emphasise the purpose /meaning of particular techniques or measures, rather than skill in implementing such methods. This approach should help those candidates who may not have had occasion to use quantitative methods in the past but who are concerned and willing to grasp the relevance and usefulness of statistical methods in marketing research.

Question 7

Part (a) of this question could have been attempted even by candidates with little understanding of how these methods are used. Part (b) requires some detailed understanding of the procedures and logic of the techniques.

Question 8

Some candidates obtained marks here by being able to indicate the purpose of the analysis, state a suitable null hypothesis and draw appropriate conclusions. However, few candidates showed much understanding of the meaning of the detailed statistical measures.