



EXAMINER'S REPORT

MAY 2007

STAGE 3 PROJECT

General Comments

The project brief required students to focus on the Irish confectionery market. Most students gave a comprehensive account of the Irish confectionery market. However, the poorer projects failed to provide much detail on the main segments existing in the market and merely listed the major players rather than outlining them in any detail.

Those projects that got a lower grade failed to illustrate how buyer behaviour factors have led to an increase in confectionery consumption and simply described cultural, social, personal and psychological buyer behaviour influences in general terms. Many students who did attempt to show how these buyer behaviour factors have affected the confectionery market, concentrated mostly on cultural and social influences and ignored the other important influences.

Students were required to choose a confectionery product, and using both primary and secondary research, evaluate the promotional strategy being used for this product. Unfortunately, many students treated the primary research as if it was a separate part of the project and failed to use these findings to evaluate the promotional strategy. Poorer projects also failed to provide a detailed account of the promotional tools being used for the product chosen.

Poorer projects also failed to take account of the reasons for the diversity in confectionery consumption across Europe, and instead merely highlighted the extent of confectionery consumption in various European markets.

On a general note, the projects that obtained a lower grade showed a complete lack of knowledge on how to reference. In a lot of cases, large sections of the projects were unreferenced, with no clear indication of where the information came from. As in previous years, there was still not enough use and integration of relevant marketing theory into the project, despite the fact that it is an obvious requirement of the project (15% of the marks). In some cases, material in the appendices was not referred to in the body of the report at all. For example, in some cases, primary research findings were not discussed in the project itself, but merely appeared in an appendix at the back of the report.

Despite these problems, in general the quality of this year's projects was better than in previous years, with 74% of students obtaining a grade C or better. 5% of projects obtained an A grade, 23% a B grade, 46% a C grade, 17% a D grade and 9% failed the project.