

Examiners' Report/  
Principal Examiner Feedback

Summer 2012

Principal Learning

Manufacturing & Product Design  
MP101 Paper 01

Introduction to Manufacturing

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2012

Publications Code DP032605

All the material in this publication is copyright

© Pearson Education Ltd 2012

## **Unit MP101\_01**

### **Introduction to Manufacturing**

#### **General Comments**

In this series, candidates attaining a B grade were expected to be able to answer, correctly, questions 1, 2, 4, 5, 8, 10, 12, 13, 15, 18 and 24. Candidates were not expected to be able to answer the remaining questions in order to achieve a pass mark. The said questions covered all learning outcomes.

Candidates attaining an A\* grade were expected to be able to answer, correctly, all of the questions on the paper, except numbers 21, 23, 28, 29 and 30. These questions required candidates to have a greater depth of knowledge and to be able to filter the stronger distracter answers.

#### **Questions 1-4**

These questions related to main business processes. Within the context of the specification this is a finite list of nine separate processes. A method that might help candidates to recall the nature of each process could use a relevant image and a simple sentence describing the process. This could be produced by candidates as PowerPoint presentations.

#### **Question 5**

This question had the focus of wealth creation. Candidates need to know about the benefits of creating wealth for a company, the community and the employee. The use of case studies may be an appropriate method to deliver this learning topic.

#### **Question 6, 10 and 11**

These questions related to environmental issues. Candidates need to know about emission controls, energy usage and waste control (recycling). If candidates are made aware of what these factors are, it is anticipated that their own general knowledge will allow them to be put into an accessible context.

#### **Questions 7 and 8**

Both these questions related to social issues. Candidates need to know about demographics and transport networks. A possible approach to teaching this element would be to provide candidates with a range of "matching" tasks. For example they are provided with four locations, near an airport, near a train station, near a dock and near a town centre. They are then asked to choose a site for manufacturer whose raw materials arrive by container etc. Candidates could work together to produce their own questions and answers.

## **Question 9**

This question tested candidates' knowledge of economic issues.

## **Questions 12 -17**

These questions tested candidates' knowledge of sub-sectors and products. This learning outcome has an extensive list of sectors and products associated with it. Candidates are likely to be familiar with some sub-sectors, such as bakery; other sub-sectors, such as those that produce technical textiles, may be less well known. It may be appropriate to identify those sectors and products that candidates are not knowledgeable about and focus teaching sessions to address these.

## **Questions 18, 19 and 20**

These questions related to competition. The specification makes it explicit that it is considered that labour costs are cheaper in Asia. For Level 1 candidates this simplistic statement provides sufficient depth of knowledge to answer this type of question.

While quality issues may be more complex there is generally a correlation between the cost of manufacture and the quality of manufacture. Many cut price stores provide suitable artefacts to illustrate this point. It is probable that candidates will be able to identify where the quality of a product has been reduced to meet a target cost, for example £0.99 or £1.00.

News articles may be a suitable source to information and stimulation to cover the general effect of world trading.

## **Questions 21 and 23**

Both these questions related to costs. The specification makes the explicit link between 'increased costs = increased selling price = potential loss of business' and 'decreased costs = larger profit margin/increased production' etc. Candidates should be taught to realise that they need no knowledge of the specific manufacturing sub-sector in order to be able to apply the said principles.

## **Question 22**

This question had the focus of prices. Candidates need to consider how regional, national and international factors affect competitors pricing.

## **Questions 24 and 26**

These questions were focused on the consideration of costs. Candidates need to be aware of raw material, labour, packaging, distribution and tooling costs. Centres might prepare their candidates by ensuring they know what each of these costs relate to. A candidate that then knows, for example, that distribution means taking goods to a destination, will be then be well prepared to answer these types of question.

### **Question 25**

This question was about costs and their classification.

### **Questions 27 - 30**

These questions required candidates to perform simple calculations. It may be appropriate for centres to allow the candidates to practice using calculators on questions of the type that have appeared in previous examination papers. By changing the numbers used in the question candidates could increase their familiarity with the processing skills required.

## **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>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code DP032605 Summer 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

