![Edexcel — advancing learning, changing lives]

Examiners' Report
Summer 2010

Manufacturing and Product Design
MP201 Running a Manufacturing Business

A PEARSON COMPANY

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our Diploma Line on 0844 576 0028, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

http://www.edexcel.com/Aboutus/contact-us/

Contents

1.   PRINCIPAL EXAMINER'S REPORT – LEVEL 2 UNIT 1

General comments
The paper produced a good range of responses. Lower ability learners sometimes misread questions or gave generic responses and so did not gain full marks. Higher ability learners 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 is evident that some learners 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.

It was disappointing to see that some learners failed to respond to all questions. Centres should ensure that they encourage learners to attempt all questions.

Question 1 answers indicated learners had an appreciation of the range of possible business structures available to a manufacturing business, but few correctly identified that a large business structure was required.

Question 2 (a) and (b) drew partial answers from many learners with 'few layers/tiers' being the most popular response. Lower level learners gave more generic incorrect responses that indicated that a decentralised business was 'organised' or that 'everyone is equal'. A few incorrectly responded with a disadvantage to part (b). Part c was well answered with learners showing an understanding of the fundamental properties of a hierarchical structure.

Question 3 and 4 responses to indicated confusion between the separate business functions and the staff who work within them. For question 3 the incorrect answer of 'secretary' was often given in place of the correct answer 'administration' and for question 4 'supply manager' was given instead of 'planning'.

Question 5 was generally well answered with many learners able to identify one or two roles of the human resources function. Popular responses were based around the human resources role of recruitment and redundancy as well as advising on problems at work.

Question 6 was also generally well answered with learners linking their description of how legal staff work with human resources staff. A few learners did not read the question correctly and failed to describe how the sets of staff work together.

Question 7 most learners showed a correct, basic understanding of one advantage of a narrow span of control and understood that it allows a manager to quickly communicate to employees under them, but failed to expand their answers into two advantages.

Question 8 (a) drew a range of incorrect answers relating to government departments and health and safety. A few learners gave partially correct answers such as 'Health and Safety Enforcers' or 'Health and Safety Office'. Part (b) was well answered with learners indicating that they understood the Act is enforced through visits or inspections.

Question 9 drew partial answers, the majority of learners outlining only one way in which an improved efficiency affects business sustainability. A reduction in production costs leading to an increase in company profits being the most popular answer.

Question 10 was correctly answered by most learners. A few misread the question as the manufacturer having a production run of only one bicycle and not one model of bicycle.

Question 11 was well answered with learners showing an appreciation of the purpose of setting budgets.

Question 12 drew partial answers, the majority of learners outlining only one method to manage budgets. The most popular answer was the keeping of financial records up-to-date. A few learners misread the question and responded with the definition of a budget.

Question 13 was particularly well answered with the majority of learners able to list two or three financial targets.

Question 14 learners were able to identify the purpose of targets but failed to link their answer to financial targets. To gain full marks an answer such as 'a way for a business to keep track of its money' was required.

Question 15 parts (a) and (b) were answered correctly by the majority of learners. Parts (c) and (d) were attempted by many but some answers indicated the incorrect data had been used. Learners were generally able to identify one reason for making the investment in part (e), that being that the benefits outweigh the costs over time, but failed to expand their answer to two reasons to gain maximum marks.

Question 16 part (a) was correctly answered by the majority but some learners failed to show their working and so did not gain full marks. Part (b) drew a range of responses which linked correctly to the data given in table 2 and the learner's own calculations. A few learners failed to specify which clothing manufacturer would make the better investment and so failed to gain marks.

2. STATISTICS

Grade	Max. Mark	A*	A	B	C	U
Raw boundary mark	60	51	41	31	21	0
Points score	10	8	6	4	2	0

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme or marking grid.

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