

Moderators' Report/  
Principal Moderator Feedback

Summer 2013

Principal Learning

Manufacturing and Product Design  
Level 2 Controlled Assessments

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## **Contents**

1. MP202_01 - The Impact of the Global Business World on Manufacturing	4
2. MP203_1A - Working in Manufacturing	7
3. MP206_1A - Applications of Processing Systems in Manufacturing	9
4. MP207_1A – Product Manufacture	11
5. Grade Boundaries	12

## **Unit MP202\_01**

### **The Impact of the Global Business World on Manufacturing**

#### **Administration**

Very few centres submitted work for this unit. All the portfolios that were received were arranged in a logical way that made the moderation process easy and straight forward. The Student Record Sheets were all complete and again this made the process of finding evidence in the pieces of work easy.

#### **Standard of assessment**

In general the portfolios submitted were very slightly over marked when compared with the National Standard. Centres are advised to constantly refer to the points in each Mark Band when assessing the various Learning Objectives in this specification so as to ensure that they are adhering to the National Standards.

#### **Learning Outcome 1**

The Specification for this Learning Outcome clearly asks the student to look at the social, economic and environmental issues that ensure sustainability in the specific manufacturing business under study. Very few students were able to elicit marks in the highest Mark Band. To achieve the highest marks students should have explained thoroughly exactly how a business should or does balance business issues and this should have been linked to sustainability.

#### **Learning Outcome 2**

There were a small number of students who achieved marks in the highest Mark Band. This was due to the way in which students made very basic statements or merely outlined the issues regarding the world market economy and global trading and what effect those issues have on manufacturing. Many students produced very bland statements that did not justify or expand the points that had been made. There was in many cases an over dependence on the internet.

#### **Learning Outcome 3**

It was felt that for this Learning Outcome the majority of students did look in depth at the delivery of a manufactured product and there were some sound descriptions of the issues involved. However, there was less information and discussion of the relationships involved between the manufacturing business and its suppliers. The moderator would have expected to see some kind of description of how suppliers might be sought in terms of economics and material and component availability, and how those might be ordered. There could have been, perhaps reference to electronic ordering systems etc. This would have allowed the students to give a more rounded response and thus achieve marks in the higher Mark Bands.

### **Learning Outcome 4.1**

Students were, in general leniently assessed by centres for this Learning Outcome. There tended to be a lack of in-depth analysis of different marketing approaches and how they can be used to identify customer needs. The vast majority of students were content with making very bland comments or statements which could not be described as detailed or thorough. The moderator would have expected to have seen some indication that they had an appreciation of the supply chain as well as customer needs and requirements as required in the Marking Grid in the Specification.

### **Learning Outcome 4.2**

In general the work seen for this Learning Outcome was a little disappointing. The students have the opportunity in this Learning Outcome to use their designing skills to produce some high quality marketing materials. Most did produce solutions to a design problem and produced designs for advertising material, the majority of these solutions were satisfactory. However, there was little evidence of ideas being developed, with little evidence that the market had been considered. Comments that were included tended to be very bland, lacking any real justification or discussion. The moderator would have expected to have seen some kind of developmental process with some in-depth comments on what ideas were acceptable and what were unacceptable with reference to the specific market.

Centres are recommended to refer constantly to the Assessment Focus and the Mark Band Descriptors as published in the Specification to ensure that students are able to access as many marks as possible for this unit.



## **Unit MP203\_1A**

### **Working in Manufacturing**

#### **Administration**

All centres submitted their work on time with work being arranged in such a way as to make it easy for the moderator to undertake the moderation process. Centres are reminded that students should be encouraged to number the pages of their portfolios to enable those assessing the work the opportunity to indicate which pages various evidence can be found. The pages where evidence can be found for the various Learning Outcomes should be included in the Principal Learning Candidate Record Sheets. The inclusion of page numbers on the Principal Learning Candidate Record Sheets helps in the moderation process.

#### **Standard of assessment**

The marking of this unit by the centres was fairly accurate. In one or two instances the moderator noted some leniency in centre assessment, but in the main there were no major issues.

#### **Learning Outcome 1 (Marking Grid A)**

In the majority of cases, the moderators agreed with the marks that the centres had awarded. It was felt that in some instances students could have gone into the factors in this Learning Outcome (LO) in far greater depth. For example, to gain the top marks there should clearly be a thorough explanation of issues such as the responsibilities of employers and employees, equality and diversity in the work place and the role of the trade unions. Sadly, this was not always the case. Many of the responses were very bland and rather generic with little or no real input from the students. It appeared that responses were sometimes a repeat of things that had been found on the internet and downloaded. This material was just submitted with little or, in most instances no comment or explanation of why this particular material was submitted.

One centre did use outside agencies to help with this LO and students were clearly given the opportunity to discuss with business people the issues that were raised in this Learning Outcome. This approach is commended. However, it was felt by the moderators that the school that did have visitors, did not necessarily make the most of the experience. It was felt that students could have made more of this opportunity and expanded and discussed what they had been told during the sessions with the visitors.

#### **Learning Outcome 2 (Marking Grid A)**

It seems that many students submitted large amounts of printed information from the internet, which was very rarely backed up by any input from the student. This approach should be discouraged.

The moderator was expecting to find evidence that students had researched the various role, functions, career and training opportunities that they had discovered either in books or on the internet, and then expanded on the gleaned information.

In one instance, a centre did appear to have links with an outside company. This approach is to be commended. However, it was felt that the centre that did have the link with an outside company did not really make the most of the experience. For example, it would have given students an ideal situation to discuss through the various roles and careers that exist within that particular company. Students it seems did not take that approach. Had students taken this route, they would have been able to talk to various workers within the company and then describe in-depth the roles and the career prospects of those particular occupations and gained access to marks in Mark Band 3.

### **Learning Outcome 3 (Marking Grid A)**

The idea behind this element of the course is for the students to work together in a team undertaking a particular task and then evaluate *their own* contribution to the team. Students seemed to find this self evaluation very difficult.

The moderator was expecting to see honest comments about how well things went and how well the students thought he or she did within their particular team. For this Learning Outcome there should have been reference to good and bad points together with a discussion on how things might be improved once any issues have been identified. The comments tended to be just descriptions of what had been undertaken.

Visits from outside agencies or use of local companies that can be visited to deliver or expand elements of this unit is a very sound method of approaching this unit. It can clearly be a useful exercise in that it can help to broaden the experiences of students.

However, what should be discouraged is an over dependence of the internet. Students should be encouraged to use the internet as a tool to research and investigate and expand, in their own words on the issues that have been discovered.

# **Unit MP206\_1A**

## **Applications of Processing Systems in Manufacturing**

### **Administration**

All centres are now providing each student with a Candidate Record Sheet (CRS), indicating the scores for each Learning Outcome (LO), and the total score for each portfolio. Some centres are also including their own marking feedback sheets, which summarise the markers conclusions for each Learning Outcome. Although this is intended primarily as a feedback tool for the students within a centre it also allows the moderator an insight into the marking methods employed and so proves useful.

It was noted that in some instances the supplied marking sheets devised by the centre did not include all the Learning Outcomes.

### **Standard of Assessment**

The majority of centres are marking to national standards. However some centres are still marking too leniently across all Learning Outcomes.

### **Learning Outcome 1i (Marking Grid A)**

Centres are using a mixture of industrial visits and case studies to provide the student evidence for this Learning Outcome (LO). A few centres are using team manufacturing construction exercises which help explain many points within this LO.

Primary photo evidence is being used well to illustrate manufacturing processes and provide a clear picture of the experiences of the students during their industrial visits.

Student descriptions of manufacturing processes are generally being well done, although there was some indication that a few students had directly copied some of their descriptions. Where evidence is copied from an outside source and not accredited, or supplied by an outside source, this cannot be attributed as the work of the student and so must be discounted from the marking process.

Descriptions of maximising efficiency and the how the scale of production affects manufacturing processes, were generally of a slightly lower standard.

In many instances students included brief details of how safety is maintained with relation to the manufacturing process chosen. It is expected that students should provide a greater of understanding of safety for each stage of the manufacturing processes highlighted.

### **Learning Outcome 1ii (Marking Grid A)**

Health and safety legislation and its impact on employee health and company reputation was briefly outlined by many students. Students are also submitting evidence on the impact on the products being produced if health and safety was not followed.

Control procedures for the safe use of tools and equipment were not well evidenced.

### **Learning Outcome 2 (Marking Grid A)**

The evidence submitted for this LO covered most of the required aspects, although no student submitted evidence of referring to the actual costs of measuring quality. This could have been incorporated into classroom discussions, and linked to industrial visits, where some basic analysis of quality control costs could be included in this exercise.

It should be noted that a Mark Band 2 level of evidence requires students to 'assess' – this requires the student to show they have made a judgement on why quality assurance is central to cost-effective production ie to compare strengths and weaknesses of quality assurance with reference to a specific example, which could be that used in the factory visited.

### **Learning Outcome 3 (Marking Grid A)**

Evidence provided in the portfolios sampled clearly indicated that most students were aware of the importance of quality check points in their own practical activities, although few students justified the positioning of their critical control points.

### **Learning Outcome 3 (Marking Grid B)**

Witness Statements were provided for this LO. This is the preferred method for providing evidence for this LO.

Currently, it is not expected that the scores awarded for marking grid B will be adjusted following moderation, but it is expected that evidence is provided in each portfolio to demonstrate how the assessor score is justified. This also allows a moderator to provide feedback to indicate how things could be improved.

Students should be encouraged to look deeper at the issues and justify their analysis and comments thus enabling them to access the marks in Mark Band 3. Where students are unable to visit an industrial manufacturing company, a well-designed classroom manufacturing exercise can be used to cover all aspects of the Learning Outcomes in this unit.

# **Unit MP207\_1A**

## **Product Manufacture**

### **Administration**

All centres are now providing each student with a Candidate Record Sheet (CRS), indicating the scores for each Learning Outcome (LO), and the total score for each portfolio.

### **Standard of Assessment**

The majority of centres are marking to national standards. However some centres are still marking too leniently across all Learning Outcomes.

### **Learning Outcome 3 (Marking Grid A)**

All portfolios contained information about health and safety but there was very little evidence on the consideration of environmental impact and related costs. Where environmental guidelines were discussed this was usually very general. Knowledge of environmental costs was again very limited. For evidence to obtain Mark Band 3 in this LO students should consider specific examples of cost-benefit analysis of remanufacture and safe disposal of waste.

### **Learning Outcome 4 (Marking Grid A)**

Methods to maximise efficiency and packaging, transportation and storage of product were generally well covered by all students with discussion on lean manufacturing, the function of packaging and storage. When discussing different energy resources and their relative costs, very few students provided much detail or much beyond an outline of energy sources which manufacturers can consider or ways in which efficiencies can be made.

### **Learning Outcome 1 and Learning Outcome 2 (Marking Grid B)**

An Observation Record and detailed student evidence was provided for this LO.

The use of an outside company for this unit is very encouraging as it helps the students to focus on a particular business onto which they can link their work. Students should now be encouraged to look deeper at the issues and justify their analysis and comments thus enabling them to access the marks in Mark Band 3.

## **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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