

GCE 2004

June Series



Mark Scheme

General Studies B

Unit GB4W

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Dr Michael Cresswell Director General

Unit 4 (GB4W Conflict-Resolution)

Answers given in the mark scheme are not necessarily definitive. Other valid points will be credited.

Imagine you work for the Consumer Association. Write a report for the general public, divided into the following three sections, that analyses:

- (i) the nature of the problem outlined in the article; *(15 marks)*
- (ii) which parties you consider to be responsible for the problem and why; *(15 marks)*
- (iii) what measures might be taken in the short and long term to resolve the problem. *(20 marks)*

A further ten marks will be awarded for communicating in a concise and logical way in a form appropriate to report writing. *(10 marks)*

General Descriptors**(i) Knowledge and Understanding (0-15 marks)**

In awarding marks in this section, examiners should be concerned with the candidate's knowledge of the situation, and understanding of the problem.

- 11-15 the focus is clear and well-chosen; knowledge is thorough and comprehensive; and the problem is evidently well understood.
- 6-10 the focus is less clear; knowledge is adequate for the task in hand; and the problem is quite well understood.
- 1-5 the focus is unclear; too little is known about the situation; and understanding of the problem is limited.
- 0 no relevant knowledge and understanding.

(ii) Critical Analysis (0-15 marks)

In awarding marks in this section, examiners should be concerned with the candidate's understanding of the different interests involved, and appreciation of the limits of each in terms of their knowledge, their beliefs and their interpretation of the facts.

- 11-15 there is thorough understanding of the relative positions of the interest groups and their impact on the situation. There is also clear appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base and impartiality.
- 6-10 there is appropriate understanding of the relative positions of the different interest groups and their impact on the situation. There is also some appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base and impartiality.
- 1-5 there is little apparent understanding of the relative positions of the different groups and their impact on the situation. There is also little appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base.
- 0 no critical analysis or judgement.

(iii) Evaluation and Interpretation (0-20 marks)

In awarding marks in this section, examiners should be concerned with the appropriateness and thoughtfulness of the steps chosen for resolving the problem in an interdisciplinary context.

- 16-20 marshalling of evidence is excellent, and conclusions drawn are highly appropriate; facts and values are well integrated in a very thoughtful resolution of the problem.
- 11-15 evidence is well marshalled, and appropriate conclusions are drawn; data, concepts, and opinions are quite well integrated; the resolution suggested is an appropriate one.
- 6-10 adequate evidence is marshalled, and conclusions are drawn; there is some confusion of factual matter and opinion; the resolution suggested is partly appropriate.
- 1-5 little evidence is presented, and conclusions are limited; evaluation is limited, and indistinguishable from factual matter; resolution of the problem is questionable or absent.
- 0 no relevant evaluation or conclusion.

(iv) Communication (0-10 marks)

In awarding marks in this section, examiners should be concerned with the clarity and accuracy of communication and with the logical progression of ideas.

- 8-10 the language used is in an appropriate register; ideas and information are organised in a well-structured, logical way; there are few errors, if any, of punctuation, spelling and grammar.
- 4-7 the language used is mostly appropriate and generally clear; links between ideas and information are for the most part clear and adequately structured; there are some errors of punctuation, spelling, and grammar, but these do not hinder communication.
- 1-3 the language used is mostly imprecise or inappropriate; links between ideas and information are not always clearly made though there is some structure; there are errors of punctuation, spelling, and grammar, some of which may obscure points made.
- 0 no relevant knowledge and understanding.

Specific Discriptors**(i)**

- (a) Having saturated the mobile phone market, phone companies are exploiting young people's desire to keep up with the latest fashion trends in phone covers.
- (b) The covers are being sold at a large profit to all those in the chain, including retailers, suppliers and manufacturers. What were originally cheap items become quite costly.
- (c) Fearing that the mobile phone market had become saturated, phone companies created a market for the covers. This shows deliberate and aggressive manipulation of the market.
- (d) Young people are a particularly impressionable sector of the market and are more likely to fall victim to fashion trends and to aggressive marketing strategies.
- (e) Their parents could be said to be victims, too, but they give way too easily to pester-power.
- (f) Suppliers source the covers in countries where labour is cheap.
- (g) We all play our part in rampant consumerism. It is easy to run up sizeable personal debts.
- (h) We have come to accept advertising that we know is partial and economical with the truth.
- (i) The popular use of mobile phones is leading to crimes/phones being stolen.
- (j) There is a health risk associated with mobile phone use.

(15 marks)**(ii)**

- (a) Young people are letting themselves be seduced by fashion trends and manipulated by marketing strategies. They are not passively being manipulated as they put pressure upon themselves and their peers to conform to the latest trends.
- (b) Similarly, parents succumb to pressures from the phone companies and from their children, by giving them money to buy the covers.
- (c) Phone companies are responsible for aggressively marketing phones and covers with little thought to the habits of consumers that they are helping to foster.
- (d) Retailers are making what seems an unreasonable profit from the sales of covers, which would be much cheaper if they were available direct from the suppliers.
- (e) The biggest businesses (football clubs, film companies, etc.) cash in on their images and make the biggest profits.
- (f) The government has a responsibility to ensure that economic exploitation does not occur and that young people are protected from profiteering.

(15 marks)

(iii)**Short-term measures**

- (a) Manufacturers could be more socially responsible e.g. by reducing profit margins, limiting the range of covers produced and not producing covers based on the latest films/celebrities.
- (b) Manufacturers could be prevented from exploiting cheap labour abroad by conforming to International Labour Organisation protocols.
- (c) Manufacturers could spend less time developing new covers and more on improving the security of the product against theft.
- (d) Parents could act more responsibly, giving guidance to their children and restricting their spending.
- (e) The government could regulate the sale of mobile phones to young people to protect them from exploitation.

Long-term measures

- (f) Young people could try to be more resistant to marketing and peer pressures; they should try to think more independently and resist fashion trends.
- (g) Schools could educate students e.g. as part of the Citizenship curriculum, to be sensible consumers, making reasoned choices about how they spend their money and resist peer and marketing pressures.
- (h) Schools should lead public opinion in a drive to ban mobile phones in schools, to discourage misuse and theft.
- (i) Consumer Association/Government could investigate the problem.
- (j) Safety campaigns could be introduced for health/theft.

(20 marks)**Approximate distribution of assessment objective marks across Unit 4**

Questions	((i) (ii) (iii))	(Comm)	
AO1	15		
AO2		10	
AO3	20		
AO4	15		
Total marks	50	10	60