CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the May/June 2015 series

9607 MEDIA STUDIES

9607/02 Paper 02 (Key Media Concepts), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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Section A

Extract: *Breaking Bad* (Pilot, 2008 dir. Vince Gilligan)

1 Discuss the ways in which the extract constructs meaning through the following: [50]

camera shots, angles, movement and composition
- editing
- sound
- mise-en-scène.

Candidates will be assessed on their ability to understand how meaning is constructed in a media text through the analysis of different technical areas.

Assessment will take place across three criteria:
- explanation/argument/analysis [20 marks]
- use of supporting examples [20 marks]
- use of terminology [10 marks]

Candidates' work should be judged on each of these criteria individually and marks awarded according to the level attained. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion.

Level 5	16–20 marks Explanation/argument/analysis	• Shows excellent understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is excellent. • Clearly relevant to set question.
Level 4	12–15 marks Explanation/argument/analysis	• Shows competent understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is competent. • Relevant to set question.
Level 3	8–11 marks Explanation/argument/analysis	• Shows satisfactory understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is satisfactory. • Some relevance to set question.

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Level 2	4–7 marks Explanation/argument/analysis	• Shows limited understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is limited. • Limited relevance to set question.
Level 1	1–3 marks Explanation/argument/analysis	• Shows minimal understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is minimal. • Minimal relevance to set question.
Level 0	0 marks	No response or response does not answer the question.

Level 5	16–20 marks Use of examples	• Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples. • Offers a full range of examples from each technical area. • Offers examples which are clearly relevant to the set question.
Level 4	12–15 marks Use of examples	• Supports points with a range of textual analysis from the extract. • Offers a range of examples from each technical area. • Offers examples which are relevant to the set question.
Level 3	8–11 marks Use of examples	• Some textual analysis from the extract. • Offers some examples, but probably not from all four technical areas. • Offers examples which are of some relevance to the set question.
Level 2	4–7 marks Use of examples	• Limited textual analysis from the extract. • Offers limited examples, but probably not from all four technical areas. • Offers examples which are of limited relevance to the set question.
Level 1	1–3 marks Use of examples	• Minimal textual analysis from the extract. • Offers minimal examples, but probably not from all four technical areas. • Offers examples which are of minimal relevance to the set question.
Level 0	0 marks	No response or response does not answer the question.

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Level 5	8–10 marks Use of terminology	• Use of terminology is excellent.
Level 4	6–7 marks Use of terminology	• Use of terminology is competent.
Level 3	4–5 marks Use of terminology	• Use of terminology is satisfactory.
Level 2	2–3 marks Use of terminology	• Use of terminology is limited.
Level 1	1 mark Use of terminology	• Use of terminology is minimal.
Level 0	0 marks	No response or response does not answer the question.

Indicative content

Camera:
- use of wide shots to establish a sense of place in each location, including classroom, school office and car wash
- different positions in classroom sequence to allow audience both some element of student POV but also to pick out a pair of students who will appear later at car wash
- closer shots through the flame frame the two key student characters and show some student reactions
- lower angle MCU of teacher for his reactions to class and to Ted
- some camera movement and/or unsteady framing
- low angle shots of car wash and tight framing as he is kneeling
- emphasis on his humiliation as photo is taken
- over shoulder shots in car and tight framing emphasise his frustration
- wide shot at house from his POV
- some handheld camera – observational.

Sound
- minimal use of music- diegetic in car wash
- use of dialogue largely limited to central character
- sound effects – scraping of chair.

Editing
- use of conventions of continuity editing for storytelling- includes shot reverse shot conversation in car wash, eyeline matches e.g. with photograph, 180 degree rule adherence for consistent screen direction e.g. with drive.

Mise en scene
- locations, props, costume to establish sense of character and relations with others.

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Section B

Refer to specific examples from **one** media area chosen from:
- film
- music
- print
- radio
- videogames.

2 Assess the importance of marketing in the media area you have studied [50]

OR

3 Evaluate the impact of media ownership on the media texts which get produced [50]

Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question.

Assessment will take place across three criteria:
- explanation/argument/analysis [20 marks]
- use of supporting examples [20 marks]
- use of terminology [10 marks]

Candidates' work should be judged on each of these criteria individually and marks awarded according to the level attained. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion.

Question specific notes are not appropriate given the wide range of case studies which could be undertaken.

Level 5	16–20 marks Explanation/argument/analysis	• Shows excellent understanding of the task. • Knowledge and understanding of institutional/audience practices is excellent – factual knowledge is relevant and accurate. • A clear and developed argument, substantiated by detailed reference to case study material. • Clearly relevant to set question. •
Level 4	12–15 marks Explanation/argument/analysis	• Shows competence in understanding of the task. • Knowledge and understanding of institutional/audience practices is competent – factual knowledge is relevant. • A clear argument, substantiated by reference to case study material. • relevant to set question.
Level 3	8–11 marks	• Shows satisfactory understanding of the task.

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	Explanation/argument/analysis	• Knowledge and understanding of institutional/audience practices is satisfactory – some relevant factual knowledge • argument substantiated by some reference to case study material. • some relevance to set question.
Level 2	4–7 marks Explanation/argument/analysis	• Shows limited understanding of the task. • Knowledge and understanding of institutional/audience practices is limited – limited relevant factual knowledge • limited argument, limited reference to case study material. • limited relevance to set question.
Level 1	1–3 marks Explanation/argument/analysis	• Shows minimal understanding of the task. • Knowledge and understanding of institutional/audience practices is minimal – factual knowledge is minimal • minimal argument, minimal reference to case study material. • minimal relevance to set question.
Level 0	0 marks	No response or response does not answer the question.

Level 5	16–20 marks Use of examples	• Offers frequent evidence from case study material – award marks to reflect the range and appropriateness of examples from case study and/or own experience. • Offers examples which are clearly relevant to the set question.
Level 4	12–15 marks Use of examples	• Offers a range of evidence from case study material. • Offers examples which are relevant to the set question.
Level 3	8–11 marks Use of examples	• Offers some evidence from case study material. • Offers examples which are of some relevance to the set question.
Level 2	4–7 marks Use of examples	• Offers limited evidence from case study material. • Offers examples which are of limited relevance to the set question.
Level 1	1–3 marks Use of examples	• Offers minimal evidence from case study material. • Offers examples which are of minimal

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		relevance to the set question.
Level 0	0 marks	No response or response does not answer the question.

Level 5	8–10 marks Use of terminology	• Use of terminology is excellent.
Level 4	6–7 marks Use of terminology	• Use of terminology is competent.
Level 3	4–5 marks Use of terminology	• Use of terminology is satisfactory.
Level 2	2–3 marks Use of terminology	• Use of terminology is limited.
Level 1	1 mark Use of terminology	• Use of terminology is minimal.
Level 0	0 marks	No response or response does not answer the question.

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