Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

MEDIA STUDIES **9607/21**

Paper 2 Key Media Concepts **May/June 2019**

MARK SCHEME

Maximum Mark: 100

Published

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 International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Section A

Question 1
Discuss the ways in which the extract from *The Sopranos* constructs meaning through the following:

- camera shots, angles, movement and composition
- sound
- mise-en-scène
- editing. [50]

Candidates will be assessed on their ability to understand how meaning is constructed in a media text through the analysis of different technical areas.
Marks are awarded for three different criteria:
Explanation/argument/analysis (max 20)
Use of examples (max 20)
Terminology (max 10)

Candidates' work should be judged on each of these criteria, 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.
A positive approach to marking is encouraged. Reward alternative valid responses.

Clip details:
The Sopranos (Pilot, 1999, dir. Chase)

Clip duration: 4:48
Start point: 01:37
End Point: 06:25

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Specific notes on the sequence – likely areas of coverage
Camera: • Isolated protagonist • Framing in final scene indicates separation from family; wife separated by glass indicating barrier • Mid shots used extensively • Framed through legs of statue-issues with women • Close up of eye • Bird's eye shot in bed **Sound:** • Silence used heavily to show discomfort in scenario • Foley on scratches and coughs indicating unease • Diegetic sound used only in psychiatrist's office • Voiceover – restricted narration – not telling truth/unreliable • Electronic soundtrack changes mood • Soundtrack and foley of ducks show surprise and delight • Irony of "Shame" soundtrack **Editing:** • Most screen time on protagonist • Shot reverse shot, getting closer as scene progresses • Slow paced cuts in office • Flashback scene • Anticipation/tension waiting for ducks • Cross-cutting between family of ducks and his own family **Mise-en-scene:** • Intimidating academic environment of office • Contrast between formality of office and slovenly appearance at home • Not dressed indicating unconventional lifestyle • Luxury lifestyle: pool, grand house – gauche • Jewellery – gangster lifestyle **Meaning:** Dysfunctional family – an unconventional father figure caring more about ducks than own family – he feeds the ducks but wife feeds kids; ignores his own son's birthday to play with ducks; tense relationship with his wife; a suggestion of criminal enterprise; a mid-life crisis.

Question	Answer	Marks	Guidance
1	**Level 5**	**17–20**	• Shows excellent understanding of the task.
	Explanation / argument / analysis		• Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is excellent. • Clearly relevant to set question. • Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples.
	Use of examples	**17–20**	• Offers a full range of examples from each technical area. • Offers examples which are clearly relevant to the set question.
	Terminology	**9–10**	• Use of terminology is excellent.
	Level 4	**13–16**	• Shows competent understanding of the task.
	Explanation / argument / analysis		• Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is competent. • Relevant to set question. • Supports points with a range of textual analysis from the extract.
	Use of examples	**13–16**	• Offers a range of examples from each technical area. • Offers examples which are relevant to the set question.
	Terminology	**7–8**	• Use of terminology is competent.
	Level 3	**9–12**	• Shows satisfactory understanding of the task.
	Explanation / argument / analysis		• Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is satisfactory. • Some relevance to set question. • Some textual analysis from the extract.
	Use of examples	**9–12**	• Offers some examples, but probably not from all four technical areas. • Offers examples which are of some relevance to the set question.
	Terminology	**5–6**	• Use of terminology is satisfactory.

Question	Answer	Marks	Guidance
1	**Level 2** Explanation / argument / analysis	**5–8**	• 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. • Limited textual analysis from the extract.
	Use of examples	**5–8**	• Offers limited examples, but probably not from all four technical areas. • Offers examples which are of limited relevance to the set question.
	Terminology	**3–4**	• Use of terminology is limited.
	Level 1 Explanation / argument / analysis	**1–4**	• 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. • Minimal textual analysis from the extract.
	Use of examples	**1–4**	• Offers minimal examples, but probably not from all four technical areas. • Offers examples which are of minimal relevance to the set question.
	Terminology	**1–2**	• Use of terminology is minimal.
	Level 0 Explanation / argument / analysis. Use of examples	**0**	• No response or response does not answer the question at all.
	Terminology		• No response or response without any relevant terminology.
End of Section A			

Section B		
	Refer to specific examples from <u>one</u> media area chosen from: • **Film** • **Music** • **Print** • **Radio** • **video games**	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.
2	**In relation to the media area you have studied, discuss the ways audience consumption has changed over time.** **<u>OR</u>**	
3	**To what extent is digital distribution vital to the media area you have studied?**	

Question	Answer	Marks	Guidance
2, 3	**<u>Level 5</u>** Explanation / argument / analysis	**17–20**	• 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
	Use of examples	**17–20**	• 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
	Terminology	**9–10**	• Use of terminology is excellent

Question	Answer	Marks	Guidance
2, 3	**Level 4**	**13–16**	• Shows competence in understanding of the task
	Explanation / argument / analysis		• 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
	Use of examples	**13–16**	• Offers a range of evidence from case study material • Offers examples which are relevant to the set question
	Terminology	**7–8**	• Use of terminology is competent
	Level 3	**9–12**	• Shows satisfactory understanding of the task
	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
	Use of examples	**9–12**	• Offers some evidence from case study material • Offers examples which are of some relevance to the set question
	Terminology	**5–6**	• Use of terminology is satisfactory
	Level 2	**5–8**	• Shows limited understanding of the task.
	Explanation / argument / analysis		• 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
	Use of examples	**5–8**	• Offers limited evidence from case study material • Offers examples which are of limited relevance to the set question
	Terminology	**3–4**	• Use of terminology is limited

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Question	Answer	Marks	Guidance
2, 3	**Level 1**	**1–4**	• 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
	Use of examples	**1–4**	• Offers minimal evidence from case study material • Offers examples which are of minimal relevance to the set question
	Terminology	**1–2**	• Use of terminology is minimal
	Level 0	**0**	No response or response does not answer the question at all
	Use of examples	**0**	No response or response does not answer the question
	Terminology	**0**	No response or response with no relevant terminology
End of Section B			