Cambridge Assessment International Education

Cambridge International AS & A Level

MEDIA STUDIES **9607/42**

Paper 4 Critical Perspectives **May/June 2023**

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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.

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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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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Assessment Objectives

The Assessment Objectives are applied to each question. The assessment objectives for the paper are:

- **AO1** Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately. (60%)
- **AO2** Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, supported with relevant textual evidence. (40%)

The Level Descriptors guide examiners to an understanding of the qualities normally expected of, or typical of, work in a band. They are a means of general guidance, and must not be interpreted as hurdle statements. For the purposes of standardisation of marking, they are to be used in conjunction with the Standardisation scripts discussed during the coordination meeting and with Team Leaders, as well as the question-specific notes.

The indicative content provided is for general guidance; it is not designed as prescriptions of required content and must not be treated as such. Whilst there are legitimate expectations of the content of most answers, examiners may see responses that include ideas not covered in the indicative content. For these cases, examiners should credit valid responses fairly and not penalise candidates for including valid points outside the mark scheme.

Using a banded mark scheme

Place the answer in a level first. Look for the “best fit” of the answer into a level. An answer needs to show evidence of most but not necessarily ALL of the qualities described in a level in order to be placed in that band. Then award a mark for the relative position of the answer within the level

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Section A: Media debates

Question	Answer	Marks	Guidance
1	**EITHER** **Media regulation** **Assess the idea that media regulation is always designed to prevent harm.** Indicative content Candidates may draw upon a wide range of contemporary and historical case studies which can be used to support and illustrate key points. Candidates should demonstrate knowledge and understanding of contextual issues surrounding media regulation and be able to link them to their chosen case studies. Candidates may address: Regulation in a particular media context; Public and policy debate about the need for tighter regulation Effects theory – not Bandura The basis for arguments for and against tighter regulation (e.g. moral, democratic, pluralistic); Examples of illustrative cases; Technological challenges; Shifting values. Debates around differing national/international laws and access to content/platforms/sites 'Wild west web' Role of regulators – Impact of local Social/Cultural/Political contexts	**15**	Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria: • Media concepts (AO1) [3 marks] • Contexts and debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created (AO2) [3 marks] • Use of examples (AO2) [3 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. This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well – focused answers and implicit as well development. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.

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Question	Answer	Marks	Guidance
1	Social media exemption US law – Section 230 provides a safe harbour for third party providers who are not regarded as publishers of their users' content Rise of 'fake news'/'factchecking'/blue ticks vs anonymity QAnon and conspiracy sites Youtube and social media – age appropriate controls (lack of) Graphic content – deep fake video Trump Twitter ban ASA challenges		

Question	Answer	Marks	Guidance
2	**AND/OR** **Postmodern media** **The key characteristic of postmodern media is complexity. To what extent do you agree?** <u>Indicative content</u> Candidates should demonstrate knowledge and understanding of postmodernism and be able to link them to their chosen case studies. Candidates may address: Concepts of postmodernism; Notional differences between postmodern and 'traditional' texts; Modes of address to audiences; Audiences' media literacy; The need for a new set of competences to make sense of postmodern texts Understanding of theories of Postmodernism eg pastiche and how they apply to texts eg Borat Subsequent Movie Film, Personal History of David Copperfield, Lovecraft Country, I'm Thinking of Ending Things, Stranger Things, Real Housewives of …,	**15**	Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria: • Media concepts (AO1) [3 marks] • Contexts and debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created (AO2) [3 marks] • Use of examples (AO2) [3 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. This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers and implicit as well development. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.

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Question	Answer	Marks	Guidance
3	**AND/OR** **Power and the media** **Only a few people get to decide what is 'true' in the media. How far do you agree?** <u>Indicative content</u> Candidates should demonstrate knowledge and understanding of power and the media and be able to link them to their chosen case studies. Candidates may address: Influencers – Tate et al "My truth" News Industry – expensive paid for by subscription/ advertising funded (Chomsky) – free/ cheap news - fake? Social media spreads at speed and scale Notions of the 'public sphere'; social media in creating a space and channel for public voices – Influencers The impact of those 'voices' (e.g. via Twitter, Facebook, YouTube and other channels); The relationship between the press and social media;	**15**	Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria: • Media concepts (AO1) [3 marks] • Contexts and debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created (AO2) [3 marks] • Use of examples (AO2) [3 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. This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers and implicit as well development. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.

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Question	Answer	Marks	Guidance
3	Key examples of ‘people power’; The limits of such power; The reach and impact of different distribution channels. ‘Effects theory’ Uses and Gratifications/Hypodermic models Gramsci and Hegemony Theories of Dominant Ideologies and resistance to them Curran and Seaton’s work on influence of the press – Power Without Responsibility Concentration of ownership limits pluralistic voices Audience Theory –Stuart Hall/Morley Different Readings of texts Democratisation offered by web – cyber utopians vs dystopian views the online amplifies inequalities in society		

Marking criteria for Section A Question 1, Question 2 and Question 3				
AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately. **9 marks**			**AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.** **6 marks**	
Media Concepts **3 marks**	**Contexts & Critical Debates** **3 marks**	**Use of Terminology** **3 marks**	**Analysis of how meaning is created, including use of theory** **3 marks**	**Use of Examples** **3 marks**
Sophisticated understanding of and insightful reference to several relevant key concepts 3 marks	Insightful understanding of the wider contexts and critical debates raised in the question 3 marks	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points 3 marks	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth Relevant theories are sophisticatedly used to explore the question 3 marks	Insightful and fully appropriate selection of examples from a wide range of texts 3 marks
Clear understanding of and appropriate reference to some key concepts 2 marks	Clear understanding of the wider contexts and critical debates raised in the question 2 marks	Media terminology is used appropriately, to make clear points 2 marks	Clear analysis of texts from one or more case study is used to respond appropriately Occasional references to relevant theories, not always accurately used or understood 2 marks	Clear and appropriate selection of examples from a range of texts 2 marks
Basic understanding of and minimal reference to any key concepts 1mark	Minimal understanding of the wider contexts or critical debates raised in the question 1 mark	Basic use of media terminology, with frequent errors which impede communication 1 mark	Minimal references to even basic media theory. 1 mark	Basic and minimal selection of examples, may lack relevance in parts 1 mark
No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

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Section B: Media ecology

Question	Answer	Marks	Guidance
4	**Explain why people's personal data is so valuable to media companies** Indicative content This question is synoptic so candidates should draw on their learning throughout the course, and may also make connections between this learning and other, related, areas. Media ecology refers to the complex environments within which media texts, producers, distributors, technologies and audiences exist. It is a way of conceiving the structure of these environments, their content, and impact on people. Possible areas of focus for candidates are: • If the service is free to the audience, their data is the product • Business model of private industry is advertiser driven – Chomsky • Surveillance capitalism – undermines personal autonomy and democracy (Zuboff) • Monetisation by data mining underpins knowledge economy • Keen – treating people as data is dehumanising. Lanier regards FB as spy software. FB predicts behaviours from their posts/shares. Authoritarian Governments use data to identify perceived subversives (Morozov)	**30**	Assessment will take place across five criteria: • Media concepts (AO1) [6 marks] • Contexts and debates (AO1) [6 marks] • Use of terminology (AO1) [6 marks] • Analysis of how meaning is created (AO2) [6 marks] • Use of examples (AO2) [6 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. This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well – focused answers and implicit as well development. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.

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Question	Answer	Marks	Guidance
4	• Technological determinism debate – importance of (among others) social, political, cultural factors (Buckingham). Postman we should interrogate tech – what are we giving up • McLuhan idea first we shape our tools then our tools shape us. • Lanier calls for humanistic approach. Copyright laws should include personal data • Morozov – warns against cyber utopianism, data control allows for manipulation – concerns around free elections. Hate campaigns vs Rohingya people. Effect of bypassing institutions designed to protect privacy. • audience engagement with evolving media environments – Jenkins participatory culture/fandom • convergence of personal communication technology and mass communication technology – Shirky – media increasingly social ubiquitous and mobile – Boyd migration of old media to online platforms • impact on society of technological change including the collection and sharing of information and data protection - regulation/lack of – Section 230, Trump and Twitter/Cambridge Analytica. Facebook and Mynamar/Thailand. Weibio and China • the nature of globalisation and the responses of audiences and institutions – • the changing nature of media ownership and distribution models including net neutrality – Oligopoly – Metaverse • the representation of public and private personae – Instagram – Turkle		

Question	Answer	Marks	Guidance
4	• the relationships between software, hardware and audiences – economics – FB in Thailand is the web • the impact of developing technologies on media language – native forms – Tiktok short form video • changing modes of reception and their impact on audiences – competition for attention/eyeballs		

Marking criteria for Section B Question 4				
AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately. **18 marks**			**AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.** **12 marks**	
Media Concepts **6 marks**	**Contexts & Critical Debates** **6 marks**	**Use of Terminology** **6 marks**	**Analysis of how meaning is created, including use of theory** **6 marks**	**Use of Examples** **6 marks**
Sophisticated understanding of and insightful reference to several relevant key concepts 5–6 marks	Insightful understanding of the wider contexts and critical debates raised in the question 5–6 marks	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points 5–6 marks	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth Relevant theories are sophisticatedly used to explore the question 5–6 marks	Insightful and fully appropriate selection of examples from a wide range of texts 5–6 marks
Clear understanding of and appropriate reference to some key concepts 3–4 marks	Clear understanding of the wider contexts and critical debates raised in the question 3–4 marks	Media terminology is used appropriately, to make clear points 3–4 marks	Clear analysis of texts from one or more case study is used to respond appropriately Occasional references to relevant theories, not always accurately used or understood 3–4 marks	Clear and appropriate selection of examples from a range of texts 3–4 marks
Basic understanding of and minimal reference to any key concepts 1–2 marks	Minimal understanding of the wider contexts or critical debates raised in the question 1–2 marks	Basic use of media terminology, with frequent errors which impede communication 1–2 marks	Basic analysis, from case studies which may not be appropriate to the question Minimal references to even basic media theory 1–2 marks	Basic and minimal selection of examples, may lack relevance in parts 1–2 marks
No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

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