CAMBRIDGE
International Education

Cambridge International AS & A Level

MEDIA STUDIES **9607/41**

Paper 4 Critical Perspectives **May/June 2024**

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 2024 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 descriptions 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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Section A: Media debates

Question	Answer	Marks	Guidance
1	**EITHER** **Media regulation** **Explain why media regulation is necessary.** <u>Indicative content</u> 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: • The purposes of regulation – taste and decency; protection of children; protection of plurality of voices; restrictions on monopolies; protection of truth; protection of reputation etc. • Case studies based on different regulatory bodies, such as Ofcom, BBFC, PEGI, IPSO, ASA • Case studies based on problematic/controversial cases • Livingstone and Lunt – consumer/citizen tension • Online Safety Bill in UK • Audience theory – Gerbner	**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
2	**OR** **Postmodern media** **'The postmodern media text requires a media-literate audience.' To what extent do you agree with this statement?** <u>Indicative content</u> 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 postmodernism and be able to link them to their chosen case studies. Candidates may address: • Theories of reading/interpretation • Postmodern thinkers including Baudrillard, Kristeva and Lyotard • Simulacra • Collapse of the grand narrative • Characteristics of Postmodernism including • Playfulness • Homage • Self-referentiality • Irony • Fragmentation of time/space/identity • privileging style over substance • Social media -Deepfakes as simulacra • Arguments that Pomo texts can work on their own terms i.e. without understanding intertextual references	**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	**OR** **Power and the media** **Evaluate the arguments for and against trusting the media.** <u>Indicative content</u> 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 power and the media and be able to link them to their chosen case studies. Candidates may address: • The political economy of the media • Critiques of media owners' interests being evident in editorial output • Gramsci and Hegemony • Theories of Dominant Ideologies and resistance to them • The style, form and rhetoric of media messages • Theories of audience reception • Theories of media influence • The language of news • The rhetoric of the image • Identity – Gauntlett • Gilroy – postcolonial theory • Case studies of 'othering' – Bibby Stockholm/refugees, Arab representation	**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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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

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Basic understanding of and minimal reference to any key concepts. 1 mark	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	Basic analysis, from case studies which may not be appropriate to the question. 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	**'Digital technology has had a significant impact on the representation of public and private lives.' To what extent do you agree with this statement?** <u>Indicative content</u> Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers. 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. The focus here is on the impact of technology on the representation of private and public lives.. Candidates should assess the current media landscape, with a focus on a few apposite examples, and use this to make an informed judgement about the nature and extent of this impact – the relationship between 'mass media' and social media, for example, the shifting status of stars and celebrities, and the ways in which private individuals become public via new means of distribution. As long as the evidence is appropriate, any conclusion is acceptable.	**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	Elements might include: • Surveillance capitalism – data mining/location tracking • Privacy • Morozov powerful tool for engaging in mass surveillance, political repression, and spreading nationalist and extremist propaganda • Buckingham Tech impact is always dependent on how they are used, by whom, and for what purposes • Astra Taylor – Internet amplifies real-world inequities – attention and influence largely accrue to those who already have plenty of both.handful of giant companies remain gatekeepers, while the worst habits of the old media model – the pressure to seek easy celebrity/sensation proliferate in the ad-driven system. • Track others (see if they are active on Snapchat, etc) • Citizen journalism – sharing of private moments/ insight • Impact of social media on identity • Technological determinism – death of privacy • Danah Boyd – public/private personas • Lanier – 10 reasons to delete social media accounts • Closed messaging groups – Telegram		

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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

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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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