Cambridge International AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

MEDIA STUDIES **9607/04**

Paper 4 Critical Perspectives **October/November 2015**

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 will not enter into discussions about these mark schemes.

Questi.on 1
Section A: Evaluation of skills development

*In this section you need to write about your work for the Foundation Portfolio and Advanced Portfolio components. You must answer both **1(a)** and **1(b)**.*

1 (a) Assess the importance of research and planning in the development of your production work. **[25]**

Assessment will take place across two criteria:
- explanation/argument/analysis [15 marks]
- use of examples [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.

Table A – Explanation/argument/analysis

Level 5	13–15 marks	• There is a clear sense of progression established by the answer. • Offers a full range of articulate reflections on the production process.
Level 4	10–12 marks	• There is a sense of progression established by the answer. • Offers a range of reflections on the production process.
Level 3	7–9 marks	• There is some sense of progression established by the answer. • Offers some reflections on the production process.
Level 2	4–6 marks	• There is a limited sense of progression established by the answer. • Offers limited reflections on the production process.
Level 1	1–3 marks	• There is a minimal sense of progression established by the answer. • Offers minimal reflections on the production process.
Level 0	0 marks	No response or response does not answer the question

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Table B – Use of Examples

Level 5	9–10 marks	• Offers a broad range of specific, relevant and clear examples from their production work of the use of research and planning skills in relation to creative skills development. • Shows an excellent understanding of how the use of research and planning skills has helped create meaning.
Level 4	7–8 marks	• Offers a range of relevant and clear examples from their production work of the use of research and planning skills in relation to creative skills development. • Shows a competent understanding of how the use of research and planning skills has helped create meaning.
Level 3	5–6 marks	• Offers some examples from their production work of the use of research and planning skills in relation to creative skills development. • Shows satisfactory understanding of how the use of research and planning skills has helped create meaning.
Level 2	3–4 marks	• Offers limited examples from their production work of the use of research and planning skills in relation to creative skills development. • Shows limited understanding of how the use of research and planning skills has helped create meaning.
Level 1	1–2 marks	• Offers minimal examples from their production work of the use of research and planning skills in relation to creative skills development. • Shows minimal understanding of how the use of research and planning skills has helped create meaning.
Level 0	0 marks	No response or response does not answer the question

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Question 1(b)
Analyse one of your productions using the concept of genre **[25]**

Assessment will take place across two criteria:
- explanation/argument/analysis [15 marks]
- use of examples [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.

Table A – Explanation/argument/analysis

Level 5	13–15 marks	• Offers a full range of articulate reflections on the production • Shows an excellent understanding of genre as a concept
Level 4	10–12 marks	• Offers a range of reflections on the production. • Shows a competent understanding of genre as a concept
Level 3	7–9 marks	• Offers some reflections on the production. • Shows some understanding of genre as a concept
Level 2	4–6 marks	• There is a limited reflection on the production • Shows limited understanding of genre as a concept
Level 1	1–3 marks	• There is minimal reflection on the production • Shows minimal understanding of genre as a concept
Level 0	0 marks	No response or response does not answer the question.

Table B – Use of examples

Level 5	9–10 marks	• Offers a broad range of specific, relevant and clear examples from their production in relation to genre.
Level 4	7–8 marks	• Offers a range of relevant and clear examples from their production in relation to genre.
Level 3	5–6 marks	• Offers some relevant and clear examples from their production in relation to genre.
Level 2	3–4 marks	• Offers limited examples from their production in relation to genre.
Level 1	1–2 marks	• Offers minimal examples from their production in relation to genre.
Level 0	0 marks	No response or response does not answer the question.

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Section B

Contemporary media regulation

2 How far do changes to the regulation of the media reflect broader social changes? [50] **OR**
3 **"**Technological change in the media requires changes in media regulation" Discuss [50]

Global media

4 How far might the globalisation of contemporary media be regarded as a problem? [50] **OR**
5 To what extent have globalised media transformed production? [50]

Media and collective identity

6 Discuss the different ways in which the media represent a social group you have studied. [50] **OR**
7 How far can it be said that human identity is always mediated? [50]

Media in the online age

8 Discuss the relationship between online media and democracy. [50] **OR**
9 Evaluate the ways in which media producers make use of convergence [50]

Post-modern media

10 "Nothing is certain for the audience in the post-modern text" How far do you agree with this statement? [50] **OR**
11 How far do postmodern media challenge the conventions of representation? [50]

Assessment will take place across two criteria:
- explanation/argument/analysis [30 marks]
- use of examples [20 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	24–30 marks Explanation/argument/analysis	• Shows excellent understanding of the task. • Offers a clear, articulate balance of media theories, knowledge of texts and industries and personal engagement with issues and debates. • A coherent and developed argument. • Clearly relevant to set question.
Level 4	18–23 marks Explanation/argument/analysis	• Shows proficient understanding of the task. • Offers clear evidence of understanding media theories, knowledge of texts and industries and personal engagement with issues and debates. • A clear argument. • Relevant to set question.
Level 3	12–17 marks Explanation/argument/analysis	• Shows satisfactory understanding of the task. • Offers some evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates. • Some evidence of an argument, though likely to be lacking in detail. • Some relevance to set question.

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Level 2	7–11 marks Explanation/argument/analysis	• Shows limited understanding of the task. • Offers limited evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates. • Limited evidence of an argument, though lacking in detail. • Limited relevance to set question.
Level 1	1–6 marks Explanation/argument/analysis	• Shows minimal understanding of the task. • Offers minimal evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates. • Minimal evidence of an argument, though lacking in detail. • 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 examples which are clearly relevant to the set question. • Examples of texts, industries and theories are accurate, and clearly connected together in the answer.
Level 4	12–15 marks Use of examples	• Offers a range of evidence which is relevant to the set question. • Examples of texts, industries and theories are mostly accurate, and connected together in the answer.
Level 3	8–11 marks Use of examples	• Offers evidence which is of some relevance to the set question. • Examples of texts, industries and theories are referenced some of the time in support of points.
Level 2	4–7 marks Use of examples	• Evidence is of limited relevance to the set question. • Offers a narrow range of examples related to texts, industries or audiences.
Level 1	1–3 marks Use of examples	• Evidence is of minimal relevance to the set question. • Offers a minimal range of examples related to texts, industries or audiences.
Level 0	0 marks	No response or response does not answer the question

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