CAMBRIDGE INTERNATIONAL EXAMINATIONS
Cambridge International Advanced Level

MARK SCHEME for the November 2015 series

9607 MEDIA STUDIES

9607/02 Paper 2 (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.

Extract details:

Question	Clip duration	Start point	End Point
Mad Men ('The Wheel' - Series 1; Episode 13)	03:28	36:34	40:02

This document consists of **7** printed pages and **1** blank page.

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Section A

Extract: Mad Men (season 1, episode 13, The Wheel, 2007, dir. Matthew Weiner)

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.
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.

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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.

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 Use of terminology	No response or response does not answer the question.

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Indicative content

Camera

- Lots of tight framing throughout, mainly static camera until slideshow sequence begins.
- Use of low angle shots
- Big CU of Don and of the slides
- Framing of Don and of other characters

Editing

- Eyeline matches, shot/reverse shots and establishment of space through continuity editing.
- Cuts to reaction shots

Sound

- Relatively slow minimal dialogue, mainly from Don after the initial banter
- Main sound effects the noise of the slide projector punctuating the images
- Music during slideshow underscores the nostalgia theme

Mise-en-scene

- the office
- the suits and other costumes
- variety of objects (importance of the projector but also the mise-en-scene of the images in the slideshow)
- locations
- character positioning

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Section B: Institutions and audiences

Refer to specific examples from one media area chosen from:

- film
- music
- print
- radio
- videogames.

2 To what extent is technological convergence important to media institutions? [50]

OR

3 How far does your own experience of media consumption reflect wider patterns of audience behaviour? [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. However, the following may be applicable:

Key points to cover

2 To what extent is technological convergence important to media institutions?

Whichever media area is covered, candidates would be expected to show the role of convergence with reference to particular case studies. This might refer to increasing the range of platforms on which a product is available or to a shift to online distribution.

3 How far does your own experience of media consumption reflect wider patterns of audience behaviour?

Candidates would be expected to reflect upon their own experience but also to draw upon concrete evidence from their learning about audience behaviour more widely. They may discuss issues such as piracy or online viewing or even production, but also more traditional models of consumption such as cinema-going.

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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 Explanation/argument/analysis	• Shows satisfactory understanding of the task. • 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.

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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 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.
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