Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

MEDIA STUDIES **9607/04**

Paper 4 Critical Perspectives **October/November 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.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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.

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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Question	Answer	Marks	Guidance
1(a)	Candidates *need to write about their work for the Foundation Portfolio and Advanced Portfolio components.* **Assess the relationship between digital technology and creativity in your production work.** Assessment will take place across two criteria: • explanation / argument / analysis [15 marks] • use of examples [10 marks]	**25**	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 Explanation / argument / analysis	**13–15**	• There is a clear sense of progression established by the answer. • Offers a full range of articulate reflections on the production process. • Shows an excellent understanding of how using or challenging conventions has contributed to meaning-making and understanding.
	Use of examples	**9–10**	• Offers a broad range of specific, relevant and clear examples from their production work of using or challenging conventions.
	Level 4 Explanation / argument / analysis	**10–12**	• There is a sense of progression established by the answer. • Offers a range of reflections on the production process. • Shows a competent understanding of how using or challenging conventions has contributed to meaning-making and understanding.
	Use of examples	**7–8**	• Offers a range of relevant and clear examples from their production work of using or challenging conventions.

Question	Answer	Marks	Guidance
1(a)	**Level 3** Explanation / argument / analysis	**7–9**	• There is some sense of progression established by the answer. • Offers some reflections on the production process. • Shows satisfactory understanding of how using or challenging conventions has contributed to meaning-making and understanding.
	Use of examples Level 3	**5–6**	• Offers some examples from their production work of using or challenging conventions.
	Level 2 Explanation / argument / analysis	**4–6**	• There is a limited sense of progression established by the answer. • Offers limited reflections on the production process. • Shows limited understanding of how using or challenging conventions has contributed to meaning-making and understanding.
	Use of examples	**3–4**	• Offers limited examples from their production work of using or challenging conventions.
	Level 1 Explanation / argument / analysis	**1–3**	• There is a minimal sense of progression established by the answer. • Offers minial reflections on the production process. • Shows minimal understanding of how using or challenging conventions has contributed to meaning-making and understanding.
	Use of examples	**1–2**	• Offers minimal examples from their production work of using or challenging conventions.
	Level 0 Explanation / argument / analysis	**0**	No response, or response does not answer the question at all
	Use of examples		No response, or no examples at all.

Question	Answer	Marks	Guidance
1(b)	**Evaluate one of your productions in relation to the concept of narrative.** Assessment will take place across two criteria: • explanation / argument / analysis [15 marks] • use of examples [10 marks]	**25**	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 Explanation / argument / analysis	**13–15**	• Offers a full range of articulate reflections on the production. • Shows an excellent understanding of the concept.
	Use of examples	**9–10**	• Offers a broad range of specific, relevant and clear examples from their production in relation to the concept.
	Level 4 Explanation / argument / analysis	**10–12**	• Offers a range of reflections on the production. • Shows a competent understanding of the concept.
	Use of examples	**7–8**	• Offers a range of relevant and clear examples from their production in relation to the concept.
	Level 3 Explanation / argument / analysis	**7–9**	• Offers some reflections on the production. • Shows some understanding of the concept.
	Use of examples	**5–6**	• Offers some relevant and clear examples from their production in relation the concept.

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Question	Answer	Marks	Guidance
1(b)	**Level 2** Explanation / argument / analysis	**4–6**	• There is a limited reflection on the production. • Shows limited understanding of the concept.
	Use of examples	**3–4**	• Offers limited examples from their production in relation the concept.
	Level 1 Explanation / argument / analysis	**1–3**	• There is minimal reflection on the production. • Shows minimal understanding of the concept.
	Use of examples	**1–2**	• Offers minimal examples from their production in relation to the concept.
	Level 0 Explanation / argument / analysis	**0**	No response, or response does not answer the question at all.
	Use of examples		No response, or no relevant examples at all.

End of Section A

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Question	Answer	Marks	Guidance
2–11	*Candidates should refer to at least **two** different media and support their answers with reference to contemporary examples.* Assessment will take place across two criteria: • explanation / argument / analysis [30 marks] • use of examples [20 marks]	**50**	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	Answer	Marks	Guidance

Contemporary media regulation

2 'Media regulation must adapt to technological change.' How far do you agree with this view?

OR

3 To what extent can today's media regulation be the same as that of the past?

Global media

4 Assess the arguments for and against global media in relation to representation.

OR

5 'The media are increasingly global.' Discuss this view.

Media and collective identity

6 How far do contemporary media offer a diversity of representations of particular groups?

OR

7 To what extent do people today now have the power to represent themselves?

Media in the online age

8 'Media institutions have failed to adapt to the challenges and opportunities of online media.' How far do you agree with this view?

OR

9 To what extent has the online age changed the behaviours of audiences?

Postmodern media

10 'Postmodernism is so much more than intertextuality.' To what extent do you agree with this view?

OR

11 How far do audiences operate differently in a postmodern world?

Question	Answer	Marks	Guidance
2–11	**Level 5** Explanation / argument / analysis	**25–30**	• 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.
	Use of examples	**17–20**	• 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 Explanation / argument / analysis	**19–24**	• 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.
	Use of examples	**13–16**	• 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 Explanation / argument / analysis	**13–18**	• 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.
	Use of examples	**9–12**	• 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.

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Question	Answer	Marks	Guidance
2–11	**Level 2** Explanation / argument / analysis	**7–12**	• 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.
	Use of examples	**5–8**	• Evidence is of limited relevance to the set question. • Offers a narrow range of examples related to texts, industries or audiences.
	Level 1 Explanation / argument / analysis	**1–6**	• 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.
	Use of examples	**1–4**	• Evidence is of minimal relevance to the set question. • Offers a minimal range of examples related to texts, industries or audiences.
	Level 0 Explanation / argument / analysis	**0**	No response, or response does not answer the question.
	Use of examples	**0**	No response, or no examples relevant to the question.

End of Section B

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