Cambridge Assessment International Education

Cambridge International AS & A Level

MEDIA STUDIES **9607/02**

Paper 2 Key Media Concepts **October/November 2020**

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **10** printed pages.

© UCLES 2020

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.

© UCLES 2020

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** Apply knowledge and understanding to show how meanings are created when analysing media products and when evaluating their own practical work. (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.

Higher level responses (Levels 4 and 5) will demonstrate excellent knowledge and understanding of the key concepts (AO1). They should use a wide range of terminology accurately (AO1). They should show clear understanding of how meaning is created in the text (AO2). They should support their answer with many detailed references to the text (AO2).

Middle range responses (Level 3) will demonstrate satisfactory knowledge and understanding of the key concepts – there may be uneven coverage or some misunderstanding (AO1). They should use some terminology, but not always accurately (AO1). They should show some understanding of how meaning is created in the text (AO2). They should support their answer with some references to the text (AO2).

Basic responses (Levels 1 and 2) will demonstrate basic knowledge and understanding of the key concepts –misunderstanding might be common (AO1). They might use some terminology, but rarely accurately (AO1). They will have limited understanding of how meaning is created in the text (AO2). They rarely support their answer with references to the text (AO2).

© UCLES 2020

Question	Answer	Marks
Section A		
1	**Discuss the ways in which the extract from *Big Little Lies* constructs meaning through the following:** • **camera shots, angles, movement and composition** • **sound** • **mise-en-scène** • **editing.** Candidates will be assessed on their ability to understand how meaning is constructed in a media text through the analysis of different technical areas. Marks are awarded for three different criteria: Explanation/argument/analysis (max 20) Use of examples (max 20) Terminology (max 10) Candidates' work should be judged on each of these criteria, 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. A positive approach to marking is encouraged. Reward alternative valid responses. Clip details: *Big Little Lies ('Somebody's Dead', 2017 dir. Vallée)* *Clip duration: 4:44* *Start point: 4:06* *End Point: 8:50* **Specific notes on the sequence – likely areas of coverage** **Camera:** • medium close ups/MLS • handheld/shaky • reverse tracking • characters walk in and out of frame/restricted narrative • high angle shot of children • OTS • Shallow focus • Mix of two and three shots • Reaction shots • Lingering shot of new family-cohesive, but frightened child • CU of Celeste in car, troubled, puts on a show as she walks into focus; use of rack focus • OTS MCU of Jane's reaction to "death"	**50**

Question	Answer	Marks
1	**Sound: whistle sound bridge** • Diegetic dialogue; falseness • Gossiping / two faced • Phones ringing • "Am I missing the math" snarky • Hesitations • Snapping cameras • Police press-"murder" • "Punch her in the face" • "Monterey-we pound people with nice … to death" **Editing:** • Long takes • Flashback/forward to interview- cross cutting • Quick interview talking head cuts CU • Sound bridge VO • Shot reverse shot- Jane isolated/scrutinised **Mise-en-scene:** • Single sex couple/largely mothers • School setting/interview/police/idyllic beach-marina setting • Air kissing • Power mothers-hair costume, manicured rings • Teacher costume • Practical sunlight • High key/low key contrast • Dowdy Jane • Bohemian Bonnie/artistic new wife • Faux rustic chic of café • Hipster barista **Meaning:** **Variations of representations of motherhood; coroporate mom, soccer mom, working mothers, single mothers** Frantic first day atmosphere Insincere relationships Diverse family dynmics Uncomfortable/awkward family Mystery Gossip Contrast between perfect life and murder Maddie controlling Jane, made to follow orders Clichéd idyll of Monterey Contrast between chaos at school and calm of marina Wealth/obscenity/taking advantage Madeleine connected-everyone's best friend/enemy Celeste as a troubled/secretive character	

Marking criteria for Section A Question 1

Level 5	**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. • Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples.	**17–20**
	Use of examples • Offers a full range of examples from each technical area. • Offers examples which are clearly relevant to the set question.	**17–20**
	Terminology • Use of terminology is excellent.	**9–10**
Level 4	**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. • Supports points with a range of textual analysis from the extract.	**13–16**
	Use of examples • Offers a range of examples from each technical area. • Offers examples which are relevant to the set question.	**13–16**
	Terminology • Use of terminology is competent.	**7–8**
Level 3	**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. • Some textual analysis from the extract.	**9–12**
	Use of examples • Offers some examples, but probably not from all four technical areas. • Offers examples which are of some relevance to the set question.	**9–12**
	Terminology • Use of terminology is satisfactory.	**5–6**

© UCLES 2020

Level 2	**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. • Limited textual analysis from the extract.	**5–8**
	Use of examples • Offers limited examples, but probably not from all four technical areas. • Offers examples which are of limited relevance to the set question.	**5–8**
	Terminology • Use of terminology is limited.	**3–4**
Level 1	**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. • Minimal textual analysis from the extract.	**1–4**
	Use of examples • Offers minimal examples, but probably not from all four technical areas. • Offers examples which are of minimal relevance to the set question.	**1–4**
	Terminology • Use of terminology is minimal.	**1–2**
Level 0	**Explanation / argument / analysis & Use of examples** • No response or response does not answer the question at all.	**0**
	Terminology • No response or response without any relevant terminology.	**0**

Question	Answer	Marks
Section B		
Refer to specific examples from <u>one</u> media area chosen from: • **film** • **music** • **print** • **radio** **video games**		
2	**'Although large media institutions dominate the market there are benefits that come from being smaller.' To what extent is this true for the media area you have studied?** 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.	**50**
3	**OR** **Explain how changes in technology have affected audience behaviour in the media area you have studied.** 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.	**50**

Marking criteria for Section B Questions 2 and 3

Level 5	**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.	**17–20**
	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.	**17–20**
	Terminology • Use of terminology is excellent.	**9–10**
Level 4	**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.	**13–16**
	Use of examples • Offers a range of evidence from case study material • Offers examples which are relevant to the set question.	**13–16**
	Terminology • Use of terminology is competent.	**7–8**
Level 3	**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.	**9–12**
	Use of examples • Offers some evidence from case study material • Offers examples which are of some relevance to the set question.	**9–12**
	Terminology • Use of terminology is satisfactory.	**5–6**

© UCLES 2020

Level 2	**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.	**5–8**
	Use of examples • Offers limited evidence from case study material • Offers examples which are of limited relevance to the set question.	**5–8**
	Terminology • Use of terminology is limited.	**3–4**
Level 1	**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.	**1–4**
	Use of examples • Offers minimal evidence from case study material • Offers examples which are of minimal relevance to the set question.	**1–4**
	Terminology • Use of terminology is minimal.	**1–2**
Level 0	**Explanation / argument / analysis &** • No response or response does not answer the question at all.	**0**
	Use of examples No response or response does not answer the question at all.	**0**
	Terminology • No response or response without any relevant terminology.	**0**

© UCLES 2020