
MEDIA STUDIES

9607/02

Paper 2 Key Media Concepts

May/June 2016

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.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Section A

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| <p>Question 1</p> <p>Discuss the ways in which the extract from <i>House of Cards</i> constructs meaning through the following:</p> <ul style="list-style-type: none"> • camera shots, angles, movement and composition • editing • sound • mise-en-scène. [50] <p>Candidates will be assessed on their ability to understand how meaning is constructed in a media text through the analysis of different technical areas.</p> <p>Marks are awarded for three different criteria:</p> <p>Explanation/argument/analysis (max 20) Use of examples (max 20) Terminology (max 10)</p> | <p>Candidates' work should be judged on each of these criteria, and an overall mark out of fifty awarded. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion, so a best-fit approach should be used.</p> <p>A positive approach to marking is encouraged. Reward alternative valid responses.</p> |
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Specific notes on the sequence – likely areas of coverage

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| <p>Camera: Framing in all scenes Positioning of camera, especially as interview proceeds Use of close-up, especially Frank's reaction after things backfire In/out of focus shots Use of direct address to camera by Frank's opponent Use of wide shots</p> <p>Sound: Use of dialogue Music confined to one part of the scene and used for emphasis and for transition Ambient sounds</p> <p>Editing: Cutting between characters Split screen effect Shot/reverse shot Establishment of space and 180 degree rule</p> <p>Mise-en-scene: formal dress of central characters, bedroom, car and TV studio settings, lighting and colours, use of graphics in studio sequence positioning of characters body language and facial expression emphasis on detail e.g. Frank's ring in car use of greenscreen and 'behind the scenes' shots</p> <p>Meaning: The loss of power/control of the central character as the scene progresses, resulting in his humiliation; relationship with his wife: contrast between the opening and the car scene</p> |
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| Question | Answer | Marks | Guidance |
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| 1 | <p>Level 5</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 40–50 | <ul style="list-style-type: none"> 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. Offers a full range of examples from each technical area. Offers examples which are clearly relevant to the set question. Use of terminology is excellent. |
| | <p>Level 4</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 30–39 | <ul style="list-style-type: none"> 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. Offers a range of examples from each technical area. Offers examples which are relevant to the set question. Use of terminology is competent. |
| | <p>Level 3</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 20–29 | <ul style="list-style-type: none"> 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. Offers some examples, but probably not from all four technical areas. Offers examples which are of some relevance to the set question. Use of terminology is satisfactory. |

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| Question | Answer | Marks | Guidance |
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| 1 | <p>Level 2</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 10–19 | <ul style="list-style-type: none"> 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. Offers limited examples, but probably not from all four technical areas. Offers examples which are of limited relevance to the set question. Use of terminology is limited. |
| | <p>Level 1</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 1–9 | <ul style="list-style-type: none"> 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. Offers minimal examples, but probably not from all four technical areas. Offers examples which are of minimal relevance to the set question. Use of terminology is minimal. |
| | <p>Level 0</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 0 | <ul style="list-style-type: none"> No response or response does not answer the question at all. No response or response without any relevant terminology. |
| End of Section A | | | |

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| Section B | |
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| <p>Question 2 or 3</p> <p>Refer to specific examples from one media area chosen from:</p> <ul style="list-style-type: none"> • film • music • print • radio • videogames <p>2 How far does digital distribution affect the consumption of media texts in the media area you have studied? [50]</p> <p>OR</p> <p>3 Evaluate the significance of changes in production technologies in the media area you have studied. [50]</p> <p>Assessment will take place across three criteria:</p> <ul style="list-style-type: none"> • explanation/argument/analysis [20 marks] • use of supporting examples [20 marks] • use of terminology [10 marks] | <p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question.</p> <p>Candidates' work should be judged on each of these criteria, and an overall mark out of fifty awarded. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion, so a best-fit approach should be used.</p> <p>A positive approach to marking is encouraged. Reward alternative valid responses.</p> |

| Question | Answer | Marks | Guidance |
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| 2 or 3 | <p>Level 5</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 40–50 | <ul style="list-style-type: none"> • 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 • 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 • Use of terminology is excellent. |

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| Question | Answer | Marks | Guidance |
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| 2 or 3 | Level 4 Explanation/argument/ analysis Use of examples Terminology | 30-39 | <ul style="list-style-type: none"> 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. Offers a range of evidence from case study material. Offers examples which are relevant to the set question. Use of terminology is competent. |
| | Level 3 Explanation/argument/ analysis Use of examples Terminology | 20–29 | <ul style="list-style-type: none"> 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. Offers some evidence from case study material. Offers examples which are of some relevance to the set question. Use of terminology is satisfactory. |
| | Level 2 Explanation/argument/ analysis Use of examples Terminology | 10–19 | <ul style="list-style-type: none"> 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. Offers limited evidence from case study material. Offers examples which are of limited relevance to the set question. Use of terminology is limited. |

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| Question | Answer | Marks | Guidance |
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| 2 or 3 | <p>Level 1</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology</p> | 1–9 | <ul style="list-style-type: none"> • 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. • Offers minimal evidence from case study material. • Offers examples which are of minimal relevance to the set question. • Use of terminology is minimal. |
| | <p>Level 0</p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> <p>Terminology Level</p> | 0 | <ul style="list-style-type: none"> • No response or response does not answer the question at all. • No response or response with no relevant terminology |
| End of Section B | | | |