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**MEDIA STUDIES**

**9607/41**

Paper 4 Critical Perspectives

**May/June 2017**

MARK SCHEME

Maximum Mark: 100

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**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.

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This document consists of **8** printed pages.

**Section A**

Question	Answer	Marks	Guidance
<p><b>Assess the importance of digital technology skills in your production work.</b></p> <p>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.</p> <p><b>Assessment will take place across two criteria:</b>  <b>explanation/argument/analysis [15 marks]</b>  <b>use of examples [10 marks]</b></p>			
1(a)	<p><b>Level 5</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>21–25</b>	<p>There is a clear sense of progression established by the answer. Offers a full range of articulate reflections on the production process.</p> <p>Offers a broad range of specific, relevant and clear examples from their production work of the development of digital technology skills in relation to creative practice. Shows an excellent understanding of how the development of digital technology skills has helped create meaning</p>
	<p><b>Level 4</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>16–20</b>	<p>There is a sense of progression established by the answer. Offers a range of reflections on the production process.</p> <p>Offers a range of relevant and clear examples from their production work of the development of digital technology skills in relation to creative practice Shows a competent understanding of how the development of how digital technology skills has helped create meaning.</p>
	<p><b>Level 3</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>11–15</b>	<p>There is some sense of progression established by the answer. Offers some reflections on the production process.</p> <p>Offers some examples from their production work of the development of digital technology skills in relation to creative practice. Shows satisfactory understanding of how the development of digital technology skills has helped create meaning.</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>6–10</b>	<p>There is a limited sense of progression established by the answer. Offers limited reflections on the production process.</p> <p>Offers limited examples from their production work of the development of digital technology skills in relation to creative practice. Shows limited understanding of how the development of digital technology skills has helped create meaning.</p>
	<p><b>Level 1</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>1–5</b>	<p>There is a minimal sense of progression established by the answer. Offers minimal reflections on the production process.</p> <p>Offers minimal examples from their production work of the development of digital technology skills in relation to creative practice. Shows minimal understanding of how the development of digital technology skills has helped create meaning.</p>
	<p><b>Level 0</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>0</b>	<p>No response or response does not answer the question at all.</p> <p>No response or no examples at all.</p>

Question	Answer	Marks	Guidance
<p><b>Analyse <u>one</u> of your productions using the concept of media language.</b></p> <p><b>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.</b></p> <p><b>Assessment will take place across two criteria:</b>  <b>explanation/argument/analysis [15 marks]</b>  <b>use of examples [10 marks]</b></p>			
1(b)	<p><b>Level 5</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>21–25</b>	<p>Offers a full range of articulate reflections on the production Shows an excellent understanding of the concept</p> <p>Offers a broad range of specific, relevant and clear examples from their production in relation to the concept.</p>
	<p><b>Level 4</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>16–20</b>	<p>Offers a range of reflections on the production. Shows a competent understanding of the concept</p> <p>Offers a range of relevant and clear examples from their production in relation to the concept.</p>
	<p><b>Level 3</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>11–15</b>	<p>Offers some reflections on the production. Shows some understanding of the concept</p> <p>Offers some relevant and clear examples from their production in relation to the concept.</p>
	<p><b>Level 2</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>6–10</b>	<p>There is a limited reflection on the production Shows limited understanding of the concept</p> <p>Offers limited examples from their production in relation to the concept</p>

Question	Answer	Marks	Guidance
1(b)	<p><b>Level 1</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>1–5</b>	<p>There is minimal reflection on the production</p> <p>Shows minimal understanding of the concept</p> <p>Offers minimal examples from their production in relation to the concept</p>
	<p><b>Level 0</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>0</b>	<p>No response or response does not answer the question at all.</p> <p>No response or no relevant examples at all.</p>

**Section B**

Question	Answer	Marks	Guidance
<p>Candidates should refer to at least <u>two</u> different media and support their answers with reference to contemporary examples.</p>			
<p>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.</p>			
<p>Assessment will take place across two criteria:            explanation/argument/analysis [15 marks]            use of examples [10 marks]</p>			
<p><b><u>Contemporary media regulation</u></b></p>			
<p><b><u>2</u></b> How far can media regulation be effective?</p>			
<p><b><u>OR</u></b></p>			
<p><b><u>3</u></b> To what extent do issues of media regulation reflect wider issues in society?</p>			
<p><b><u>Global media</u></b></p>			
<p><b><u>4</u></b> "Media are increasingly global in terms of distribution." How far do you agree with this view?</p>			
<p><b><u>OR</u></b></p>			
<p><b><u>5</u></b> To what extent have global media affected national cultures?</p>			
<p><b><u>Media and collective identity</u></b></p>			
<p><b><u>6</u></b> "Contemporary media always end up stereotyping particular groups of people." How far do you agree with this statement?</p>			
<p><b><u>OR</u></b></p>			
<p><b><u>7</u></b> How does contemporary representation of specific social groups compare to that of previous time periods?</p>			
<p><b><u>Media in the online age</u></b></p>			
<p><b><u>8</u></b> To what extent have online media revolutionised distribution?</p>			
<p><b><u>OR</u></b></p>			
<p><b><u>9</u></b> Evaluate the claim that online media have a democratising effect.</p>			
<p><b><u>Post-modern media</u></b></p>			
<p><b><u>10</u></b> "There is no single definition of post-modernism." Discuss this view.</p>			
<p><b><u>OR</u></b></p>			
<p><b><u>11</u></b> Consider the arguments for and against understanding some forms of media as post-modern.</p>			

Question	Answer	Marks	Guidance
2–11	<p><b>Level 5</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>41–50</b>	<p>Shows excellent understanding of the task.</p> <p>Offers a clear, articulate balance of media theories, knowledge of texts and industries and personal engagement with issues and debates.</p> <p>A coherent and developed argument. Clearly relevant to set question.</p> <p>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.</p>
2–11	<p><b>Level 4</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>31–40</b>	<p>Shows proficient understanding of the task.</p> <p>Offers clear evidence of understanding media theories, knowledge of texts and industries and personal engagement with issues and debates.</p> <p>A clear argument. Relevant to set question.</p> <p>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.</p>
2–11	<p><b>Level 3</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>21–30</b>	<p>Shows satisfactory understanding of the task.</p> <p>Offers some evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates.</p> <p>Some evidence of an argument, though likely to be lacking in detail. Some relevance to set question.</p> <p>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.</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>11–20</b>	<p>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.</p> <p>Evidence is of limited relevance to the set question. Offers a narrow range of examples related to texts, industries or audiences.</p>
	<p><b>Level 1</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>1–10</b>	<p>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.</p> <p>Evidence is of minimal relevance to the set question. Offers a minimal range of examples related to texts, industries or audiences.</p>
	<p><b>Level 0</b></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p>	<b>0</b>	<p>No response or response does not answer the question</p> <p>No response or no examples relevant to the question.</p>