



Cambridge Assessment
International Education

Cambridge International AS & A Level

MEDIA STUDIES**9607/04**

Paper 4 Critical Perspectives

For examination from 2021

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **12** pages. Blank pages are indicated.

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.

Section A: Media debates

Question	Answer	Marks	Guidance
1	<p><u>Media regulation</u></p> <p>‘Changes in society have been reflected by changes in media regulation’. Discuss this view.</p> <p>Mark according to the marking criteria in Table A.</p> <p><u>Indicative content</u></p> <p>The question requires candidates to discuss media regulation and its relationship to changes in society. Candidates will need to draw upon relevant case studies from across the broad spectrum of media regulation and establish how far changes in society may be reflected in regulatory change.</p> <p>Candidates may make reference to a range of media regulation including:</p> <ul style="list-style-type: none"> • film classification bodies such as the BBFC and MPAA • institutional regulatory bodies such as OFCOM, IPSO and the FCC • classification systems such as PEGI. <p>Candidates may draw upon a wide range of contemporary and historical case studies which can be used to support and illustrate key points. Candidates should demonstrate knowledge and understanding of contextual issues surrounding media regulation and be able to link them to their chosen case studies. They may discuss issues surrounding their chosen case studies, considering the assumptions about audiences and texts that underpin particular policies and practices. Candidates could also discuss the regulation of news media in a notionally ‘post-truth’ era, and draw upon the relationship between regulation and the law.</p>	15	<p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria:</p> <ul style="list-style-type: none"> • Media concepts (AO1) [3 marks] • Contexts and critical debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created, including use of theory (AO2) [3 marks] • Use of examples (AO2) [3 marks] <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>This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers. This indicative content is intended to indicate aspects of questions that may feature in candidates’ answers.</p>

Question	Answer	Marks	Guidance
2	<p><u>Postmodern media</u></p> <p>To what extent can all media be considered to be postmodern?</p> <p>Mark according to the marking criteria in Table A.</p> <p><u>Indicative content</u></p> <p>The question requires candidates to discuss postmodernism and its relationship to media texts. Candidates will need to draw upon relevant case studies from across a range of media texts and establish how far they can be considered to be postmodern.</p> <p>Candidates may make reference to a range of theories about, and approaches to postmodernism including:</p> <ul style="list-style-type: none"> • the work of theorists such as Baudrillard, Eco, Jameson and Lyotard • hyperreality • temporal/epochal approaches to postmodernity • textual approaches to postmodernity – specific media examples • the competence of audiences for the postmodern text • different modes of address, such as ironic, self-referential and parodic • intertextuality and its significance. <p>Candidates can draw upon a wide range of contemporary and historical case studies which can be used to support and illustrate key points. Candidates should demonstrate knowledge and understanding of postmodernism and be able to link them to their chosen case studies.</p>	15	<p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria:</p> <ul style="list-style-type: none"> • Media concepts (AO1) [3 marks] • Contexts and critical debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created, including use of theory (AO2) [3 marks] • Use of examples (AO2) [3 marks] <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>This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.</p>

Question	Answer	Marks	Guidance
3	<p><u>Power and the media</u></p> <p>‘The media construct identity.’ How far do you agree with this view?</p> <p>Mark according to the marking criteria in Table A.</p> <p><u>Indicative content</u></p> <p>The question requires candidates to discuss power and the media and its relationship to constructing identity. Candidates will need to draw upon relevant case studies from across a range of media texts and establish how far they can be considered to construct identity – they may choose to focus on issues of ethnicity, nationality, sexuality, gender, age, or take an ‘intersectional’ approach in order to show how these categories can operate simultaneously. They may also challenge the notion that media representations produced by powerful organisations are dominant, by discussing examples of resistance and alternatives, within and outside those organisations.</p> <p>Candidates may make reference to a range of ideas about representation, for example, work by Stuart Hall, Richard Dyer, Edward Said, Judith Butler and Tessa Perkins, and apply them to their own examples.</p> <p>Candidates can draw upon a wide range of contemporary and historical case studies which can be used to support and illustrate key points. Candidates should demonstrate knowledge and understanding of power and the media and be able to link them to their chosen case studies.</p>	15	<p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question. Assessment will take place across five criteria:</p> <ul style="list-style-type: none"> • Media concepts (AO1) [3 marks] • Contexts and critical debates (AO1) [3 marks] • Use of terminology (AO1) [3 marks] • Analysis of how meaning is created, including use of theory (AO2) [3 marks] • Use of examples (AO2) [3 marks] <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>This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers. This indicative content is intended to indicate aspects of questions that may feature in candidates’ answers.</p>

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Marking criteria for Section A Question 1, Question 2 and Question 3

Table A

AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.			AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	
9 marks			6 marks	
Media Concepts 3 marks	Contexts and Critical Debates 3 marks	Use of Terminology 3 marks	Analysis of how meaning is created, including use of theory 3 marks	Use of Examples 3 marks
Sophisticated understanding of and insightful reference to several relevant key concepts 3 marks	Insightful understanding of the wider contexts and critical debates raised in the question 3 marks	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points 3 marks	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth Relevant theories are sophisticatedly used to explore the question 3 marks	Insightful and wholly appropriate selection of examples from a wide range of texts 3 marks
Clear understanding of and appropriate reference to some key concepts 2 marks	Clear understanding of the wider contexts and critical debates raised in the question 2 marks	Media terminology is used appropriately, to make clear points 2 marks	Clear analysis of texts from one case study (or more) is used to respond appropriately Occasional references to relevant theories, not always accurately used or understood 2 marks	Clear and appropriate selection of examples from a range of texts 2 marks

AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.			AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	
9 marks			6 marks	
Media Concepts	Contexts and Critical Debates	Use of Terminology	Analysis of how meaning is created, including use of theory	Use of Examples
3 marks	3 marks	3 marks	3 marks	3 marks
Basic understanding of and minimal reference to any key concepts	Minimal understanding of the wider contexts or critical debates raised in the question	Basic use of media terminology, with frequent errors which impede communication	Basic analysis, from case studies which may not be appropriate to the question Minimal references to even basic media theory	Basic and minimal selection of examples, may lack relevance in parts
1 mark	1 mark	1 mark	1 mark	1 mark
No creditable content	No creditable content	No creditable content	No creditable content	No creditable content
0 marks	0 marks	0 marks	0 marks	0 marks

Section B: Media ecology

Question	Answer	Marks	Guidance
4	<p>‘New media will eventually replace traditional media.’ To what extent do you agree with this statement? You should refer to at least two media forms in your answer.</p> <p>Mark according to the marking criteria in Table B.</p> <p><u>Indicative content</u></p> <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>The question requires candidates to respond in depth about the evolution of the media environment. Candidates will need to draw upon relevant examples in order to show how new media forms and platforms are displacing, replacing, combining with, or co-existing with traditional media. The analysis should include the roles of audiences within this environment and consider the significance of their engagement with changes in the media landscape. Candidates should consider recent developments in technology, forms and platforms in order to make some informed predictions about the future of new media in relation to traditional media. They may draw on theoretical perspectives from, for example, McLuhan and Postman, as well as Jenkins, Boyd, Turkle, Tapscott and Lanier.</p> <p>This question is synoptic so candidates should draw on their learning throughout the course, and may also make connections between this learning and other, related, areas.</p>	30	<p>Assessment will take place across five criteria:</p> <ul style="list-style-type: none"> • Media concepts (AO1) [6 marks] • Contexts and critical debates (AO1) [6 marks] • Use of terminology (AO1) [6 marks] • Analysis of how meaning is created, including use of theory (AO2) [6 marks] • Use of examples (AO2) [6 marks] <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>This guidance should be used in conjunction with the Level Descriptors. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers. This indicative content is intended to indicate aspects of questions that may feature in candidates’ answers.</p>

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Marking criteria for Section B Question 4

Table B

AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.			AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	
18 marks			12 marks	
Media Concepts	Contexts and Critical Debates	Use of Terminology	Analysis of how meaning is created, including use of theory	Use of Examples
6 marks	6 marks	6 marks	6 marks	6 marks
Sophisticated understanding of and insightful reference to several relevant key concepts	Insightful understanding of the wider contexts and critical debates raised in the question	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth Relevant theories are sophisticatedly used to explore the question	Insightful and wholly appropriate selection of examples from a wide range of texts
5–6 marks	5–6 marks	5–6 marks	5–6 marks	5–6 marks
Clear understanding of and appropriate reference to some key concepts	Clear understanding of the wider contexts and critical debates raised in the question	Media terminology is used appropriately, to make clear points	Clear analysis of texts from one case study (or more) is used to respond appropriately	Clear and appropriate selection of examples from a range of texts
3–4 marks	3–4 marks	3–4 marks	3–4 marks	3–4 marks
Basic understanding of and minimal reference to any key concepts	Minimal understanding of the wider contexts or critical debates raised in the question	Basic use of media terminology, with frequent errors which impede communication	Basic analysis, from case studies which may not be appropriate to the question Minimal references to even basic media theory	Basic and minimal selection of examples, may lack relevance in parts
1–2 marks	1–2 marks	1–2 marks	1–2 marks	1–2 marks

AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.			AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	
18 marks			12 marks	
Media Concepts	Contexts and Critical Debates	Use of Terminology	Analysis of how meaning is created, including use of theory	Use of Examples
6 marks	6 marks	6 marks	6 marks	6 marks
No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

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