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**MEDIA STUDIES**

**9607/02**

Paper 2 Key Media Concepts

**October/November 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 **7** printed pages.

**Section A****Question 1**

Discuss the ways in which the extract from *Boardwalk Empire* constructs meaning through the following:

- camera shots, angles, movement and composition
- editing
- sound
- mise-en-scène. [50]

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 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.

A positive approach to marking is encouraged. Reward alternative valid responses.

Clip details:

Boardwalk Empire Series 1, Episode 1

Clip duration: 4.23

Start point: 21.13

End Point: 25.36

**Specific notes on the sequence – likely areas of coverage****Camera:**

- Range of high and low-angle shots
- Tracking shot of Enoch's Walk
- Track in to baby in nurse's arms
- Sweeping crane movement of camera
- Various close-ups of Enoch

**Sound:**

- Contemporary songs
- Pacing of music and the way it is cut
- Lyrics
- Use of dialogue
- Noises of lift, car horn, caller over fish catch

**Editing:**

- Shot reverse shot in first scene and incubator sequence
- 180 degree rule
- Abrupt cut to car dropping her off

**Mise-en-scène:**

- Enoch's panelled suite
- The boardwalk – adverts, etc.
- Rolls Royce and the houses
- Costumes – Enoch's brash suite, tie, overcoat and hat; Female character's cardigan and hat; other male characters'
- The fish
- Night scene and whisky

**Meaning:**

Enoch and babies – what we read from his reactions to her (pregnant), to incubator shop and babies; prohibition and gangster themes, woman and her husband tension; driver's look at husband.

Question	Answer	Marks	Guidance
1	<p><b><u>Level 5</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>40–50</b>	<p>Shows excellent understanding of the task.</p> <p>Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is excellent.</p> <p>Clearly relevant to set question.</p> <p>Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples.</p> <p>Offers a full range of examples from each technical area.</p> <p>Offers examples which are clearly relevant to the set question.</p> <p>Use of terminology is excellent.</p>
	<p><b><u>Level 4</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>30–39</b>	<p>Shows competent understanding of the task.</p> <p>Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is competent.</p> <p>Relevant to set question.</p> <p>Supports points with a range of textual analysis from the extract.</p> <p>Offers a range of examples from each technical area.</p> <p>Offers examples which are relevant to the set question.</p> <p>Use of terminology is competent.</p>
	<p><b><u>Level 3</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>20–29</b>	<p>Shows satisfactory understanding of the task.</p> <p>Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is satisfactory.</p> <p>Some relevance to set question.</p> <p>Some textual analysis from the extract.</p> <p>Offers some examples, but probably not from all four technical areas.</p> <p>Offers examples which are of some relevance to the set question.</p> <p>Use of terminology is satisfactory.</p>

Question	Answer	Marks	Guidance
1	<p><b><u>Level 2</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>10–19</b>	<p>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.</p> <p>Limited relevance to set question. Limited textual analysis from the extract.</p> <p>Offers limited examples, but probably not from all four technical areas. Offers examples which are of limited relevance to the set question.</p> <p>Use of terminology is limited.</p>
	<p><b><u>Level 1</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>1–9</b>	<p>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.</p> <p>Minimal relevance to set question. Minimal textual analysis from the extract.</p> <p>Offers minimal examples, but probably not from all four technical areas. Offers examples which are of minimal relevance to the set question.</p> <p>Use of terminology is minimal.</p>
	<p><b><u>Level 0</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>0</b>	<p>Use of terminology is minimal.</p> <p>No response or response without any relevant terminology.</p>

Question	Answer	Marks	Guidance
<b>Section B</b>			
2 and 3	<p>Refer to specific examples from <b>one</b> media area chosen from:</p> <ul style="list-style-type: none"> <li>film</li> <li>music</li> <li>print</li> <li>radio</li> <li>video games</li> </ul> <p>Assessment will take place across three criteria:</p> <ul style="list-style-type: none"> <li>explanation / argument / analysis [20 marks]</li> <li>use of supporting examples [20 marks]</li> <li>use of terminology [10 marks]</li> </ul>		<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 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><u>Level 5</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<b>40–50</b>	<p>Shows excellent understanding of the task</p> <p>Knowledge and understanding of institutional / audience practices is excellent – factual knowledge is relevant and accurate</p> <p>A clear and developed argument, substantiated by detailed reference to case study material</p> <p>Clearly relevant to set question</p> <p>Offers frequent evidence from case study material – award marks to reflect the range and appropriateness of examples from case study and / or own experience</p> <p>Offers examples which are clearly relevant to the set question</p> <p>Use of terminology is excellent</p>

Question	Answer	Marks	Guidance
2 and 3	<p><b><u>Level 4</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>		<p>Shows competence in understanding of the task</p> <p>Knowledge and understanding of institutional / audience practices is competent – factual knowledge is relevant</p> <p>A clear argument, substantiated by reference to case study material</p> <p>Relevant to set question</p> <p>Offers a range of evidence from case study material</p> <p>Offers examples which are relevant to the set question</p> <p>Use of terminology is competent</p>
	<p><b><u>Level 3</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>		<p>Shows satisfactory understanding of the task</p> <p>Knowledge and understanding of institutional / audience practices is satisfactory – some relevant factual knowledge</p> <p>Argument substantiated by some reference to case study material</p> <p>Some relevance to set question</p> <p>Offers some evidence from case study material</p> <p>Offers examples which are of some relevance to the set question</p> <p>Use of terminology is satisfactory</p>
	<p><b><u>Level 2</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>		<p>Shows limited understanding of the task.</p> <p>Knowledge and understanding of institutional / audience practices is limited – limited relevant factual knowledge</p> <p>limited argument, limited reference to case study material</p> <p>limited relevance to set question</p> <p>Offers limited evidence from case study material</p> <p>Offers examples which are of limited relevance to the set question</p> <p>Use of terminology is limited</p>

Question	Answer	Marks	Guidance
2 and 3	<p><b><u>Level 1</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>		<p>Shows minimal understanding of the task.</p> <p>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</p> <p>Offers minimal evidence from case study material Offers examples which are of minimal relevance to the set question</p> <p>Use of terminology is minimal</p>
	<p><b><u>Level 0</u></b></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>		<p>No response or response does not answer the question at all</p> <p>No response or response does not answer the question</p> <p>No response or response with no relevant terminology</p>