
MEDIA STUDIES

9607/04

Paper 4 Critical Perspectives

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **11** printed pages.

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.

Question	Answer	Marks	Guidance
1(a)	<p>Candidates <i>need to write about their work for the Foundation Portfolio and Advanced Portfolio components.</i></p> <p>How far was research into the conventions of real media texts important to your final products?</p> <p>Assessment will take place across two criteria:</p> <p>explanation / argument / analysis [15 marks] use of examples [10 marks]</p>	25	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>Level 5 Explanation / argument / analysis</p>	13–15	<p>There is a clear sense of progression established by the answer.</p> <p>Shows an excellent understanding of conventions of real media texts, and how these have influenced their work.</p>
	Use of examples	9–10	Offers a broad range of specific, relevant and clear examples from their production work of research into conventions from real media texts.
	<p>Level 4 Explanation / argument / analysis</p>	10–12	<p>There is a sense of progression established by the answer.</p> <p>Shows a competent understanding of conventions, and how these influenced their work.</p>
	Use of examples	7–8	Offers a range of relevant and clear examples from their production work of research into conventions from real media texts.
	<p>Level 3 Explanation / argument / analysis</p>	7–9	<p>There is some sense of progression established by the answer.</p> <p>Shows satisfactory understanding of the role of conventions and how these influenced their work.</p>
	Use of examples Level 3	5–6	Offers some examples from their production work of research into conventions.

Question	Answer	Marks	Guidance
1(a)	Level 2 Explanation / argument / analysis	4–6	There is a limited sense of progression established by the answer. Shows limited understanding of how conventions of real media texts have influenced their work.
	Use of examples	3–4	Offers limited examples from their production work of research into conventions.
	Level 1 Explanation / argument / analysis	1–3	There is a minimal sense of progression established by the answer. Shows minimal understanding of how conventions of real media texts have influenced their work.
	Use of examples	1–2	Offers minimal examples from their production work of research into conventions.
	Level 0 Explanation / argument / analysis	0	No response or response does not answer the question at all
	Use of examples		No response or no examples at all.

Question	Answer	Marks	Guidance
1(b)	<p>Evaluate one of your productions in relation to the concept of audience.</p> <p>Assessment will take place across two criteria: explanation / argument / analysis [15 marks] use of examples [10 marks]</p>	25	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>Level 5 Explanation / argument / analysis</p>	13–15	Offers a full range of articulate reflections on the production. Shows an excellent understanding of the concept of audience.
	Use of examples	9–10	Offers a broad range of specific, relevant and clear examples from their production in relation to audience.
	<p>Level 4 Explanation / argument / analysis</p>	10–12	Offers a range of reflections on the production. Shows a competent understanding of the concept of audience.
	Use of examples	7–8	Offers a range of relevant and clear examples from their production in relation to audience.
	<p>Level 3 Explanation / argument / analysis</p>	7–9	Offers some reflections on the production. Shows some understanding of the concept of audience.
	Use of examples	5–6	Offers some relevant and clear examples from their production in relation to audience.
	<p>Level 2 Explanation / argument / analysis</p>	4–6	There is a limited reflection on the production. Shows limited understanding of the concept of audience
	Use of examples	3–4	Offers limited examples from their production in relation to audience.

Question	Answer	Marks	Guidance
1(b)	Level 1 Explanation / argument / analysis	1–3	There is minimal reflection on the production. Shows minimal understanding of the concept of audience.
	Use of examples	1–2	Offers minimal examples from their production in relation to audience.
	Level 0 Explanation / argument / analysis	0	No response or response does not answer the question at all.
	Use of examples		No response or no relevant examples at all.

Section B

Question	Answer	Marks	Guidance
2–11	<p><i>Candidates should refer to at least two different media and support their answers with reference to contemporary examples.</i></p> <p>Assessment will take place across two criteria:</p> <p> explanation / argument / analysis [30 marks]</p> <p> use of examples [20 marks]</p>	50	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.

Question	Answer	Marks	Guidance
<u>Contemporary media regulation</u>			
2	How effective are current regulatory practices?		
OR			
3	What are the arguments against more regulation of the media?		
<u>Global media</u>			
4	The global audience for media has removed all local difference.' Discuss		
OR			
5	What are the arguments against global media?		
<u>Media and collective identity</u>			
6	'It doesn't matter how the media stereotype social groups, audiences can decide for themselves.' Discuss.		
OR			
7	Analyse the representation of a social group in contemporary media.		
<u>Media in the online age</u>			
8	To what extent have online media revolutionised consumption?		
OR			
9	'The online age has transformed media production.' Discuss.		
<u>Postmodern media</u>			
10	How far do postmodern texts challenge the audience to see things differently?		
OR			
11	Postmodernism has been defined as an historical period, a style and as a theoretical approach. What does postmodernism mean to you in relation to the media texts you have studied?		

Question	Answer	Marks	Guidance
2–11	Level 5 Explanation / argument / analysis	25–30	Shows excellent understanding of the task. Offers a clear, articulate balance of media theories, knowledge of texts and industries and personal engagement with issues and debates. A coherent and developed argument. Clearly relevant to set question.
	Use of examples	17–20	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.
	Level 4 Explanation / argument / analysis	19–24	Shows proficient understanding of the task. Offers clear evidence of understanding media theories, knowledge of texts and industries and personal engagement with issues and debates. A clear argument. Relevant to set question.
	Use of examples	13–16	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.

Question	Answer	Marks	Guidance
2–11	Level 3 Explanation / argument / analysis	13–18	Shows satisfactory understanding of the task. Offers some evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates. Some evidence of an argument, though likely to be lacking in detail. Some relevance to set question.
	Use of examples	9–12	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.
	Level 2 Explanation / argument / analysis	7–12	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.
	Use of examples	5–8	Evidence is of limited relevance to the set question. Offers a narrow range of examples related to texts, industries or audiences.

Question	Answer	Marks	Guidance
2–11	Level 1 Explanation / argument / analysis	1–6	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.
	Use of examples	1–4	Evidence is of minimal relevance to the set question. Offers a minimal range of examples related to texts, industries or audiences.
	Level 0 Explanation / argument / analysis	0	No response or response does not answer the question.
	Use of examples	0	No response or no examples relevant to the question.