
MEDIA STUDIES

9607/04

Paper 4 Critical Perspectives

October/November 2017

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.

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| 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>Assessment will take place across two criteria:</p> <ul style="list-style-type: none"> • explanation / argument / analysis [15 marks] • use of examples [10 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>How far has your understanding of the conventions of real media texts influenced your production work? [25]</p> |
| | <p><u>Level 5</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 21–25 | <ul style="list-style-type: none"> • There is a clear sense of progression established by the answer. • Offers a full range of articulate • Offers a broad range of specific, relevant and clear examples from their production work of the development of research and planning in relation to creative practice. • Shows an excellent understanding of how the development of research and planning skills has helped create meaning |
| | <p><u>Level 4</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 16–20 | <ul style="list-style-type: none"> • There is a sense of progression established by the answer. • Offers a range of reflections on the production process. • Offers a range of relevant and clear examples from their production work of the development of research and planning in relation to creative practice • Shows a competent understanding of how the development of research and planning skills has helped create meaning. |

| Question | Answer | Marks | Guidance |
|----------|--|--------------|---|
| 1(a) | <p><u>Level 3</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 11–15 | <ul style="list-style-type: none"> • There is some sense of progression established by the answer. • Offers some reflections on the production process. • Offers some examples from their production work of the development of research and planning skills in relation to creative practice. • Shows satisfactory understanding of how the development of research and planning skills has helped create meaning. |
| | <p><u>Level 2</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 6–10 | <ul style="list-style-type: none"> • There is a limited sense of progression established by the answer. • Offers limited reflections on the production process. • Offers limited examples from their production work of the development of research and planning skills in relation to creative practice. • Shows limited understanding of how the development of research and planning skills has helped create meaning. |
| | <p><u>Level 1</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 1–5 | <ul style="list-style-type: none"> • There is a minimal sense of progression established by the answer. • Offers minimal reflections on the production process. • Offers minimal examples from their production work of the development of research and planning skills in relation to creative practice. • Shows minimal understanding of how the development of research and planning skills has helped create meaning. |
| | <p><u>Level 0</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 0 | <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 |
|----------|---|--------------|--|
| 1(b) | <p>Candidates need to analyse one of their productions in relation to the concept</p> <p>Assessment will take place across two criteria:</p> <ul style="list-style-type: none"> • explanation / argument / analysis [15 marks] • use of examples [10 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>Analyse one of your productions using the concept of narrative. [25]</p> |
| | <p><u>Level 5</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 21–25 | <ul style="list-style-type: none"> • Offers a full range of articulate reflections on the production • Shows an excellent understanding of the concept • Offers a broad range of specific, relevant and clear examples from their production in relation to the concept. |
| | <p><u>Level 4</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | | <ul style="list-style-type: none"> • Offers a range of reflections on the production. • Shows a competent understanding of the concept • Offers a range of relevant and clear examples from their production in relation to the concept. |
| | <p><u>Level 3</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | | <ul style="list-style-type: none"> • Offers some reflections on the production. • Shows some understanding of the concept • Offers some relevant and clear examples from their production in relation to the concept. |
| | <p><u>Level 2</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | | <ul style="list-style-type: none"> • There is a limited reflection on the production • Shows limited understanding of the concept • Offers limited examples from their production in relation to the concept |
| | <p><u>Level 1</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | | <ul style="list-style-type: none"> • There is minimal reflection on the production • Shows minimal understanding of the concept • Offers minimal examples from their production in relation to the concept |

| Question | Answer | Marks | Guidance |
|----------|--|-------|---|
| | <p><u>Level 0</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | | <p>No response or response does not answer the question at all.</p> <p>No response or response does not answer the question at all.</p> |

Section B

| Question | Answer | Marks | Guidance |
|----------|---|--------------|--|
| | <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> <ul style="list-style-type: none"> • explanation / argument / analysis [30 marks] • use of examples [20 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>See paper for questions.</p> |
| 2–11 | <p><u>Level 5</u></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> | 41–50 | <ul style="list-style-type: none"> • 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. • 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. |

| Question | Answer | Marks | Guidance |
|----------|--|--------------|--|
| 2–11 | <p><u>Level 4</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> | 31–40 | <ul style="list-style-type: none"> • 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. • 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><u>Level 3</u></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> | 21–30 | <ul style="list-style-type: none"> • 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. • 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><u>Level 2</u></p> <p>Explanation/argument/analysis</p> <p>Use of examples</p> | 11–20 | <ul style="list-style-type: none"> • 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. • Evidence is of limited relevance to the set question. • Offers a narrow range of examples related to texts, industries or audiences. |

