
MEDIA STUDIES

9607/02

Paper 2 Key Media Concepts

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.

Section A**Question 1**

Discuss the ways in which the extract from *Mr Robot* constructs meaning through the following:

- **camera shots, angles, movement and composition**
- **sound**
- **mise-en-scène**
- **editing.**

[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 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.

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

Clip details:

Mr Robot (series 1, episode 1, 2015, dir. Niels Oplev)

Clip duration: 5:09

Start point: 00:00

End Point: 05:09

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

- framing and rule of thirds establishing Elliot's character
- Low angle shot of men on train suggesting paranoia
- Medium and tracking shots in shallow focus of the city
- use of mid shots and medium close-up establishing relationships
- use of focus pull when Angela's boyfriend is introduced
- use of framing with Angela behind pane of glass

Sound:

- Use of dialogue
- Use of voiceover of protagonist (use of irony in private thoughts and public statement)
- Use of futuristic synth soundtrack
- Ambient sounds- city sounds/bar/office sounds
- Elliot's mumbled and often technical speech/jargon
- Use of J Cut

Editing:

- Flashback sequence to anxiety over the party
- Slower paced shots indicating tedium of office
- Shot/reverse shot at various points
- Establishment of space and 180 degree rule

Mise-en-scene:

- Hooded dress of Elliot vs formality of other characters' dress code
- High-tech washed out setting of office/contrast of psychiatrist's office
- Contrast of lighting and colours,
- positioning of characters in office scene/ psychiatrist's office
- body language and facial expression
- use of computer screens/hacker code

Meaning:

- Double life of protagonist;
- Social anxieties of computer hacker;
- Individual vs faceless corporations
- Privacy/hacking

Question	Answer	Marks	Guidance
1	<u>Level 5</u>	17–20	<ul style="list-style-type: none"> Shows excellent understanding of the task. Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is excellent. Clearly relevant to set question. Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples.
	Explanation / argument / analysis		
	Use of examples	17–20	<ul style="list-style-type: none"> Offers a full range of examples from each technical area. Offers examples which are clearly relevant to the set question.
	Terminology	9–10	<ul style="list-style-type: none"> Use of terminology is excellent.
	<u>Level 4</u>	13–16	<ul style="list-style-type: none"> Shows competent understanding of the task. Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is competent. Relevant to set question. Supports points with a range of textual analysis from the extract.
	Explanation / argument / analysis		
	Use of examples	13–16	<ul style="list-style-type: none"> Offers a range of examples from each technical area. Offers examples which are relevant to the set question.
	Terminology	7–8	<ul style="list-style-type: none"> Use of terminology is competent.

Question	Answer	Marks	Guidance
1	<p><u>Level 3</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<p>9–12</p> <p>9–12</p> <p>5–6</p>	<ul style="list-style-type: none"> • Shows satisfactory understanding of the task. • Knowledge and understanding of the way that technical aspects are used to construct the extract's meaning is satisfactory. • Some relevance to set question. • Some textual analysis from the extract. • Offers some examples, but probably not from all four technical areas. • Offers examples which are of some relevance to the set question. • Use of terminology is satisfactory.
	<p><u>Level 2</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<p>5–8</p> <p>5–8</p> <p>3–4</p>	<ul style="list-style-type: none"> • 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. • Limited relevance to set question. • Limited textual analysis from the extract. • Offers limited examples, but probably not from all four technical areas. • Offers examples which are of limited relevance to the set question. • Use of terminology is limited.

Question	Answer	Marks	Guidance
1	<p><u>Level 1</u></p> <p>Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<p>1–4</p> <p>1–4</p> <p>1–2</p>	<ul style="list-style-type: none"> • 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. • Minimal relevance to set question. • Minimal textual analysis from the extract. • Offers minimal examples, but probably not from all four technical areas. • Offers examples which are of minimal relevance to the set question. • Use of terminology is minimal.
	<p><u>Level 0</u></p> <p>Explanation / argument / analysis Use of examples</p> <p>Terminology</p>	<p>0</p>	<ul style="list-style-type: none"> • No response or response does not answer the question at all. • No response or response without any relevant terminology.

Section B

Refer to specific examples from one media area chosen from:

- film
- music
- print
- radio
- video games

2 How far is marketing important in the media area you have studied?

OR

3 How far is your own experience of media consumption typical of contemporary media audiences? Refer to the media area you have studied.

Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question.

Assessment will take place across three criteria:

- explanation / argument / analysis [20 marks]
- use of supporting examples [20 marks]
- use of terminology [10 marks]

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
2 and 3	Level 5 Explanation / argument / analysis	17–20	<ul style="list-style-type: none"> Shows excellent understanding of the task Knowledge and understanding of institutional / audience practices is excellent – factual knowledge is relevant and accurate A clear and developed argument, substantiated by detailed reference to case study material Clearly relevant to set question
	Use of examples	17–20	<ul style="list-style-type: none"> Offers frequent evidence from case study material – award marks to reflect the range and appropriateness of examples from case study and / or own experience Offers examples which are clearly relevant to the set question
	Terminology	9–10	<ul style="list-style-type: none"> Use of terminology is excellent
	Level 4 Explanation / argument / analysis	13–16	<ul style="list-style-type: none"> Shows competence in understanding of the task Knowledge and understanding of institutional / audience practices is competent – factual knowledge is relevant A clear argument, substantiated by reference to case study material Relevant to set question
	Use of examples	13–16	<ul style="list-style-type: none"> Offers a range of evidence from case study material Offers examples which are relevant to the set question
	Terminology	7–8	<ul style="list-style-type: none"> Use of terminology is competent

Question	Answer	Marks	Guidance
2 and 3	Level 3 Explanation / argument / analysis	9–12	<ul style="list-style-type: none"> Shows satisfactory understanding of the task Knowledge and understanding of institutional / audience practices is satisfactory – some relevant factual knowledge Argument substantiated by some reference to case study material Some relevance to set question
	Use of examples	9–12	<ul style="list-style-type: none"> Offers some evidence from case study material Offers examples which are of some relevance to the set question
	Terminology	5–6	<ul style="list-style-type: none"> Use of terminology is satisfactory
	Level 2 Explanation / argument / analysis	5–8	<ul style="list-style-type: none"> Shows limited understanding of the task. Knowledge and understanding of institutional / audience practices is limited – limited relevant factual knowledge limited argument, limited reference to case study material limited relevance to set question
	Use of examples	5–8	<ul style="list-style-type: none"> Offers limited evidence from case study material Offers examples which are of limited relevance to the set question
	Terminology	3–4	<ul style="list-style-type: none"> Use of terminology is limited

Question	Answer	Marks	Guidance
2 and 3	<p><u>Level 1</u> Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<p>1–4</p> <p>1–4</p> <p>1–2</p>	<ul style="list-style-type: none"> • Shows minimal understanding of the task. • 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 • Offers minimal evidence from case study material • Offers examples which are of minimal relevance to the set question • Use of terminology is minimal
	<p><u>Level 0</u> Explanation / argument / analysis</p> <p>Use of examples</p> <p>Terminology</p>	<p>0</p> <p>0</p> <p>0</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>