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**MEDIA STUDIES**

**9607/04**

Paper 4 Critical Perspectives

**October/November 2016**

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Marks</u></b>	<b><u>Guidance</u></b>
<b>1 (a)</b>	<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"> <li>• explanation/argument/analysis [15 marks]</li> <li>• use of examples [10 marks]</li> </ul>		<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>Explanation/argument/analysis Level 5</p> <p>Use of examples Level 5</p>	<b>21–25</b>	<ul style="list-style-type: none"> <li>• There is a clear sense of progression established by the answer.</li> <li>• Offers a full range of articulate reflections on the production process.</li> <li>• 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.</li> <li>• Shows an excellent understanding of how the development of research and planning skills has helped create meaning</li> </ul>
	<p>Explanation/argument/analysis Level 4</p> <p>Use of examples Level 4</p>	<b>16–20</b>	<ul style="list-style-type: none"> <li>• There is a sense of progression established by the answer.</li> <li>• Offers a range of reflections on the production process.</li> <li>• Offers a range of relevant and clear examples from their production work of the development of research and planning in relation to creative practice</li> <li>• Shows a competent understanding of how the development of research and planning skills has helped create meaning.</li> </ul>

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<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Marks</u></b>	<b><u>Guidance</u></b>
	Explanation/argument/analysis Level 3  Use of examples Level 3	<b>11–15</b>	<ul style="list-style-type: none"> <li>• There is some sense of progression established by the answer.</li> <li>• Offers some reflections on the production process.</li> <li>• Offers some examples from their production work of the development of research and planning skills in relation to creative practice.</li> <li>• Shows satisfactory understanding of how the development of research and planning skills has helped create meaning.</li> </ul>
	Explanation/argument/analysis Level 2  Use of examples Level 2	<b>6–10</b>	<ul style="list-style-type: none"> <li>• There is a limited sense of progression established by the answer.</li> <li>• Offers limited reflections on the production process.</li> <li>• Offers limited examples from their production work of the development of research and planning skills in relation to creative practice.</li> <li>• Shows limited understanding of how the development of research and planning skills has helped create meaning.</li> </ul>
	Explanation/argument/analysis Level 1	<b>1–5</b>	<ul style="list-style-type: none"> <li>• There is a minimal sense of progression established by the answer.</li> <li>• Offers minimal reflections on the production process.</li> </ul>
	Use of examples Level 1		<ul style="list-style-type: none"> <li>• Offers minimal examples from their production work of the development of research and planning skills in relation to creative practice.</li> <li>• Shows minimal understanding of how the development of research and planning skills has helped create meaning.</li> </ul>
	Explanation/argument/analysis Level 0  Use of examples Level 0	<b>0</b>	<p>No response or response does not answer the question at all.</p> <p>No response or no examples at all.</p>

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<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Marks</u></b>	<b><u>Guidance</u></b>
<b>(b)</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"> <li>• explanation/argument/analysis [15 marks]</li> <li>• use of examples [10 marks]</li> </ul>		<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>Explanation/argument/analysis Level 5</p> <p>Use of examples Level 5</p>	<b>21–25</b>	<ul style="list-style-type: none"> <li>• Offers a full range of articulate reflections on the production</li> <li>• Shows an excellent understanding of the concept</li> <li>• Offers a broad range of specific, relevant and clear examples from their production in relation to the concept.</li> </ul>
	<p>Explanation/argument/analysis Level 4</p> <p>Use of examples Level 4</p>	<b>16–20</b>	<p>Offers a range of reflections on the production.</p> <p>Shows a competent understanding of the concept</p> <ul style="list-style-type: none"> <li>• Offers a range of relevant and clear examples from their production in relation to the concept.</li> </ul>
	<p>Explanation/argument/analysis Level 3</p> <p>Use of examples Level 3</p>	<b>11–15</b>	<ul style="list-style-type: none"> <li>• Offers some reflections on the production.</li> <li>• Shows some understanding of the concept</li> <li>• Offers some relevant and clear examples from their production in relation to the concept.</li> </ul>
	<p>Explanation/argument/analysis Level 2</p> <p>Use of examples Level 2</p>	<b>6–10</b>	<ul style="list-style-type: none"> <li>• There is a limited reflection on the production</li> <li>• Shows limited understanding of the concept</li> <li>• Offers limited examples from their production in relation to the concept</li> </ul>
	<p>Explanation/argument/analysis Level 1</p> <p>Use of examples Level 1</p>	<b>1–5</b>	<ul style="list-style-type: none"> <li>• There is minimal reflection on the production</li> <li>• Shows minimal understanding of the concept</li> <li>• Offers minimal examples from their production in relation to the concept</li> </ul>

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<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Marks</u></b>	<b><u>Guidance</u></b>
	Explanation/argument/ analysis Level 0  Use of examples Level 0	<b>0</b>	No response or response does not answer the question at all.  No response or no relevant examples at all.
<b>End of Section A</b>			

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Section B			
<u>Question</u>	<u>Answer</u>	<u>Marks</u>	<u>Guidance</u>
2–11	<p><i>Candidates should refer to at least <b>two</b> 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"> <li>• explanation/argument/analysis [30 marks]</li> <li>• use of examples [20 marks]</li> </ul>		<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>Explanation/argument/analysis Level 5</p> <p>Use of examples Level 5</p>	<b>41–50</b>	<ul style="list-style-type: none"> <li>• Shows excellent understanding of the task.</li> <li>• Offers a clear, articulate balance of media theories, knowledge of texts and industries and personal engagement with issues and debates.</li> <li>• A coherent and developed argument.</li> <li>• Clearly relevant to set question.</li> <li>• Offers examples which are clearly relevant to the set question.</li> <li>• Examples of texts, industries and theories are accurate, and clearly connected together in the answer.</li> </ul>
	<p>Explanation/argument/analysis Level 4</p> <p>Use of examples Level 4</p>	<b>31–40</b>	<ul style="list-style-type: none"> <li>• Shows proficient understanding of the task.</li> <li>• Offers clear evidence of understanding media theories, knowledge of texts and industries and personal engagement with issues and debates.</li> <li>• A clear argument.</li> <li>• Relevant to set question.</li> <li>• Offers a range of evidence which is relevant to the set question.</li> <li>• Examples of texts, industries and theories are mostly accurate, and connected together in the answer.</li> </ul>

<b><u>Question</u></b>	<b><u>Answer</u></b>	<b><u>Marks</u></b>	<b><u>Guidance</u></b>
	<p>Explanation/argument/analysis Level 3</p> <p>Use of examples Level 3</p>	<b>21–30</b>	<ul style="list-style-type: none"> <li>Shows satisfactory understanding of the task.</li> <li>Offers some evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates.</li> <li>Some evidence of an argument, though likely to be lacking in detail.</li> <li>Some relevance to set question.</li> <li>Offers evidence which is of some relevance to the set question.</li> <li>Examples of texts, industries and theories are referenced some of the time in support of points.</li> </ul>
	<p>Explanation/argument/analysis Level 2</p> <p>Use of examples Level 2</p>	<b>11–20</b>	<ul style="list-style-type: none"> <li>Shows limited understanding of the task.</li> <li>Offers limited evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates.</li> <li>Limited evidence of an argument, though lacking in detail.</li> <li>Limited relevance to set question.</li> <li>Evidence is of limited relevance to the set question.</li> <li>Offers a narrow range of examples related to texts, industries or audiences.</li> </ul>
	<p>Explanation/argument/analysis Level 1</p> <p>Use of examples Level 1</p>	<b>1–10</b>	<ul style="list-style-type: none"> <li>Shows minimal understanding of the task.</li> <li>Offers minimal evidence of understanding of media theories, knowledge of texts and industries and personal engagement with issues and debates.</li> <li>Minimal evidence of an argument, though lacking in detail.</li> <li>Minimal relevance to set question.</li> <li>Evidence is of minimal relevance to the set question.</li> <li>Offers a minimal range of examples related to texts, industries or audiences.</li> </ul>

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	Explanation/argument/ analysis Level 0  Use of examples Level 0	<b>0</b>	No response or response does not answer the question  No response or no examples relevant to the question.
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**End of Section B**