

Cambridge International AS & A Level

MEDIA STUDIES
Paper 4 Critical Perspectives
MARK SCHEME
Maximum Mark: 60

Specimen

© UCLES 2018 [Turn over

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

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).

G | 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

© UCLES 2018 Page 3 of 12

Section A: Media debates

Question	Answer	Marks	Guidance
-	Media regulation	15	Candidates should be given credit for their
	'Changes in society have been reflected by changes in media		knowledge and understanding, indstrated through case study material, relevant to the direction. Assessment will take place across
			five criteria:
	Mark according to the marking criteria in Table A.		
	Indicative content		 Media concepts (AO1) [3 marks] Contexts and critical debates (AO1)
			[3 marks]
	The question requires candidates to discuss media regulation and its		Use of terminology (AO1) [3 marks] Analysis of how meaning is created.
	case studies from across the broad spectrum of media regulation and		including use of theory (AO2) [3 marks]
	establish how far changes in society may be reflected in regulatory change.		Use of examples (AO2) [3 marks]
	Candidates may make reference to a range of media regulation including:		Candidates' work should be judged on each
	 film classification bodies such as the BBFC and MPAA 		of these criteria individually and marks
	 institutional regulatory bodies such as OFCOM, IPSO and the FCC classification systems such as PEGI. 		awarded according to the level attained. It should be noted that it is possible for a
			candidate to achieve a different level for each
	Candidates may draw upon a wide range of contemporary and historical case		assessment criterion.
	studies which can be used to support and illustrate key points. Candidates		
	should demonstrate knowledge and understanding of contextual issues		This guidance should be used in conjunction
	surrounding media regulation and be able to link them to their chosen case		with the Level Descriptors. It is not
	studies. They may discuss issues surrounding their chosen case studies,		prescriptive, nor is it exclusive; examiners
	considering the assumptions about audiences and texts that underpin		must be careful to reward original but well-
	particular policies and practices. Candidates could also discuss the regulation		focused answers. This indicative content is
	of news media in a notionally 'post-truth' era, and draw upon the relationship		intended to indicate aspects of questions that
	between regulation and the law.		may feature in candidates' answers.

© UCLES 2018 Page 4 of 12

To what extent can all media To what extent can all media Mark according to the marking Indicative content The question requires candida relationship to media texts. Ca studies from across a range of considered to be postmodern. Candidates may make referen approaches to postmodernism the work of theorists such whyperreality temporal/epochal approac textual approaches to pos textual approaches to pos textual approaches to pos textual approaches to god textual approaches to pos textual approaches to pos textual approaches to pos textual approaches to pos textual approaches to god textual approaches to pos	nedia		
Mark according Mark according Indicative conter relationship to restudies from acr considered to be Candidates may approaches to p the work of the work of the work of the compet textual appi the compet different mc intertextual		15	Candidates should be given credit for their knowledge and understanding illustrated
Mark according Indicative contermolerationship to months and studies from acronsidered to be considered to be approaches to postemboral/e textual approaches approaches approaches to textual approaches to the compet entire compet interfextual.	To what extent can all media be considered to be postmodern?		through case study material, relevant to the
The question recrelationship to restudies from acreonsidered to be considered to be approaches to postrong the work of hyperreality textual approaches to textual approaches to textual approaches to the compet the compet of the compet to the	Mark according to the marking criteria in Table A.		question. Assessment will take place across five criteria:
The question recretationship to me studies from acreonsidered to be considered to be approaches to permonality temporal/eperment the compet equificant me intertextual	<u>tut</u>		Media concepts (AO1) [3 marks]
relationship to m studies from acr considered to be Candidates may approaches to p the work of hyperreality temporal/eg textual appl the compet different mc intertextual	The question requires candidates to discuss postmodernism and its		 Confexts and chilical debates (ACT) [3 marks]
considered to be considered to be Candidates may approaches to p the work of hyperreality temporal/ectival approaches to the compet different mc intertextual			Use of terminology (AO1) [3 marks]
Candidates may approaches to p	studies not l'across a range of media texts and establish now lat triey can be considered to be postmodern.		 Ariarysis of flow filealining is cleated, including use of theory (AO2) [3 marks] Use of examples (AO2) [3 marks]
approaches to p the work of hyperreality temporal/ep textual appi the compet different mc intertextualial	Candidates may make reference to a range of theories about, and		
 the work of hyperreality temporal/ep textual appi the compet different mc intertextualial 	approaches to postmodernism including:		Candidates' work should be judged on each
 hyperreality temporal/ep textual appr the compet different mc intertextualial 	the work of theorists such as Baudrillard, Eco, Jameson and Lyotard		of these criteria individually and marks
 temporal/ep textual appr the compet different mc intertextuali 	Á		awarded according to the level attained.
textual apprthe competdifferent mcintertextuali	temporal/epochal approaches to postmodernity		It should be noted that it is possible for a
the competdifferent mcintertextuali	textual approaches to postmodernity – specific media examples		candidate to achieve a different level for each
different mc intertextuali	the competence of audiences for the postmodern text		assessment criterion.
intertextuali	different modes of address, such as ironic, self-referential and parodic		
	intertextuality and its significance.		This guidance should be used in conjunction with the Level Descriptors. It is not
Candidates can studies which ce	Candidates can draw upon a wide range of contemporary and historical case studies which can be used to support and illustrate key points. Candidates		prescriptive, nor is it exclusive; examiners must be careful to reward original but well-
should demonst	should demonstrate knowledge and understanding of postmodernism and be		focused answers. This indicative content is
able to link them	able to link them to their chosen case studies.		Intended to indicate aspects of questions that may feature in candidates' answers.

© UCLES 2018 Page 5 of 12

Question	Answer	Marks	Guidance
က	Power and the media	15	Candidates should be given credit for their
	'The media construct identity.' How far do you agree with this view?		through case study material, relevant to the
	Mark according to the marking criteria in Table A.		question. Assessment will take place across five criteria:
	<u>Indicative content</u>		Media concepts (AO1) [3 marks] Contexts and critical debates (AO1) [3
	The question requires candidates to discuss power and the media and its		marks]
	relationship to constructing identity. Candidates will need to draw upon		Use of terminology (AO1) [3 marks]
	how far they can be considered to construct identity – they may choose		Alialysis of flow illealing is cleated, including use of theory (AO2) [3 marks]
	to focus on issues of ethnicity, nationality, sexuality, gender, age, or take		 Use of examples (AO2) [3 marks]
	an intersectional approach in order to show how these categories can operate simultaneously. They may also challenge the notion that media		Candidates' work should be judged on each
	representations produced by powerful organisations are dominant, by		of these criteria individually and marks
	discussing examples of resistance and alternatives, within and outside those organisations.		awarded according to the level attained. It should be noted that it is possible for a
			candidate to achieve a different level for each
	Candidates may make reference to a range of ideas about representation, for		assessment criterion.
	Tessa Perkins, and apply them to their own examples.		This guidance should be used in conjunction
	3		with the Level Descriptors. It is not
	Candidates can draw upon a wide range or contemporary and nistorical case studies which can be used to support and illustrate key points. Candidates		prescriptive, nor is it exclusive; examiners must be careful to reward original but well-
	should demonstrate knowledge and understanding of power and the media		focused answers. This indicative content is intended to indicate aspects of greations that
			may feature in candidates' answers.

© UCLES 2018 Page 6 of 12

© U	Marking criteria for Section A Question 1, Question 2 an	A Question 1, Question 2 an	id Question 3		
CLES 201	Y appe V CLES 201				
18	AO1: Demonstrate knowledge and understanding of nand critical debates, using terminology appropriately.	⊆	edia concepts, contexts	AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	cts, and evaluate their wledge and understanding approaches, to explain apported with relevant
	Media Concepts 3 marks	Contexts and Critical Debates	Use of Terminology 3 marks	Analysis of how meaning is created, including use of theory	Use of Examples
Page 7 of 12	Sophisticated understanding of and insightful reference to several relevant key concepts	Insightful understanding of the wider contexts and critical debates raised in the question	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth Relevant theories are sophisticatedly used to explore the question 3 marks	Insightful and wholly appropriate selection of examples from a wide range of texts
	Clear understanding of and appropriate reference to some key concepts	Clear understanding of the wider contexts and critical debates raised in the question	Media terminology is used appropriately, to make clear points	Clear analysis of texts from one case study (or more) is used to respond appropriately	Clear and appropriate selection of examples from a range of texts
	2 marks	2 marks	2 marks	Occasional references to relevant theories, not always accurately used or understood 2 marks	2 marks

AO1: Demonstrate knowledge and understanding of nand critical debates, using terminology appropriately.	AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.	edia concepts, contexts	AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	cts, and evaluate their wledge and understanding approaches, to explain apported with relevant
Media Concepts	Contexts and Critical Debates	Use of Terminology	Analysis of how meaning is created, including use of theory	Use of Examples
Basic understanding of and minimal reference to any key concepts	Minimal understanding of the wider contexts or critical debates raised in the question	Basic use of media terminology, with frequent errors which impede communication	Basic analysis, from case studies which may not be appropriate to the question	Basic and minimal selection of examples, may lack relevance in parts
1 mark	1 mark	1 mark	Minimal references to even basic media theory 1 mark	1 mark
No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

Section B: Media ecology

Question	Answer	Marks	Guidance
4	'New media will eventually replace traditional media.' To what extent do you agree with this statement? You should refer to at least two media forms in your answer.	30	Assessment will take place across five criteria:
	Mark according to the marking criteria in Table B.		 Media concepts (AO1) [6 marks] Contexts and critical debates (AO1) [6
	<u>Indicative content</u>		Use of terminology (AO1) [6 marks]
	Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive: examiners must be careful to reward original but well focused		 Alialysis of flow fleatility is created, including use of theory (AO2) [6 marks] Use of examples (AO2) [6 marks]
	answers.		Candidates' work should be judged on each of these criteria individually and marks
	The question requires candidates to respond in depth about the evolution of the media environment. Candidates will need to draw upon relevant examples		awarded according to the level attained. It should be noted that it is possible for a
	in order to show how new media forms and platforms are displacing, replacing, combining with, or co-existing with traditional media. The analysis should include the roles of audiences within this environment and consider		candidate to achieve a different level for each assessment criterion.
	the significance of their engagement with changes in the media landscape. Candidates should consider recent developments in technology, forms and		This guidance should be used in conjunction with the Level Descriptors. It is not
	platforms in order to make some informed predictions about the future of new media in relation to traditional media. They may draw on theoretical		prescriptive, nor is it exclusive; examiners must be careful to reward original but well-
	perspectives from, for example, McLuhan and Postman, as well as Jenkins, Boyd, Turkle, Tapscott and Lanier.		focused answers. This indicative content is intended to indicate aspects of questions that may feature in candidates' answers.
	This question is synoptic so candidates should draw on their learning throughout the course, and may also make connections between this learning and other, related, areas.		

© UCLES 2018 Page 9 of 12

Marking criteria for Section B Question 4 Sample B Rection B Question 4

AO1: Demonstrate knowledge and understanding of I and critical debates, using terminology appropriately	dge and understanding of me terminology appropriately.	media concepts, contexts '. 18 marks	AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	cts, and evaluate their wledge and understanding approaches, to explain ipported with relevant
Media Concepts 6 marks	Contexts and Critical Debates 6 marks	Use of Terminology	Analysis of how meaning is created, including use of theory	Use of Examples
Sophisticated understanding of and insightful reference to several relevant key concepts	Insightful understanding of the wider contexts and critical debates raised in the question	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points	Sophisticated and insightful analysis of texts from multiple case studies is used to explore the chosen area in depth	Insightful and wholly appropriate selection of examples from a wide range of texts
5–6 marks	5–6 marks	5–6 marks	Relevant theories are sophisticatedly used to explore the question 5–6 marks	5–6 marks
Clear understanding of and appropriate reference to some key concepts 3–4 marks	Clear understanding of the wider contexts and critical debates raised in the question 3–4 marks	Media terminology is used appropriately, to make clear points 3–4 marks	Clear analysis of texts from one case study (or more) is used to respond appropriately 3–4 marks	Clear and appropriate selection of examples from a range of texts
Basic understanding of and minimal reference to any key concepts	Minimal understanding of the wider contexts or critical debates raised in the question	Basic use of media terminology, with frequent errors which impede communication	Basic analysis, from case studies which may not be appropriate to the question Minimal references to even basic media theory	Basic and minimal selection of examples, may lack relevance in parts

AO1: Demonstrate knowler and critical debates, using	AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.	edia concepts, contexts	AO2: Analyse media products, and evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, to explain how meaning is created, supported with relevant textual evidence.	cts, and evaluate their wledge and understanding approaches, to explain apported with relevant
Media Concepts 6 marks	Contexts and Critical Debates 6 marks	Use of Terminology 6 marks	Analysis of how meaning is created, including use of theory	Use of Examples 6 marks
No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks	No creditable content 0 marks

© UCLES 2018 Page 11 of 12

BLANK PAGE

© UCLES 2018 Page 12 of 12