



# Cambridge International AS & A Level

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**MEDIA STUDIES**

**9607/02**

Paper 2 Media Texts and Contexts

**For examination from 2021**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **12** pages. Blank pages are indicated.

**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: Media texts**

Question	Answer	Marks	Guidance
1	<p>Analyse how the extract from <i>Black Mirror</i> constructs meaning, including the specific representations of individuals/groups/events/ places, through the following technical elements:</p> <ul style="list-style-type: none"> <li>• camera shots, angles, movement and composition</li> <li>• sound</li> <li>• mise-en-scène</li> <li>• editing.</li> </ul> <p><b>Extract: <i>Black Mirror</i> (season 3, episode 4, ‘San Junipero’, 2016 dir. Harris)</b></p> <p>Mark according to the marking criteria in Table A.</p> <p><u>Specific notes on the sequence – likely areas of coverage</u></p> <p><b>Camera:</b></p> <ul style="list-style-type: none"> <li>• Use of crane to allow the camera to ‘float’</li> <li>• Use of depth of field to focus on Yorkie</li> <li>• Over the shoulder framing to shift perspective</li> <li>• Tracking shot following Yorkie through the club</li> <li>• Two shot used to establish relationship between characters</li> <li>• Use of camera to move between characters as opposed to editing</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>• Diegetic sound with use of period music to establish time and place</li> <li>• Use of non-diegetic soundtrack and its relation to the visual dimension</li> <li>• Use of dialogue</li> </ul> <p><b>Mise-en-scène:</b></p> <ul style="list-style-type: none"> <li>• Costumes – use of 1980s style. Contrast between Yorkie’s casual clothing and Kelly’s dressed up outfit.</li> <li>• Intertextual links to 1980s texts – <i>Lost Boys</i> poster, Videogames, <i>Cocktail</i> style bar</li> </ul>	25	<p>Candidates will be assessed on their ability to understand how meaning is constructed in a media text through the analysis of different technical areas.</p> <p>Marks are awarded for exploration of the following areas of the AOs:</p> <ul style="list-style-type: none"> <li>• Media concepts (AO1) [5 marks]</li> <li>• Contexts and debates (AO1) [5 marks]</li> <li>• Use of terminology (AO1) [5 marks]</li> <li>• Analysis of how meaning is created, including use of theory (AO2) [5 marks]</li> <li>• Use of examples (AO2) [5 marks]</li> </ul> <p>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.</p> <p>A positive approach to marking is encouraged. Reward alternative valid responses.</p> <p>Clip details:</p> <p><i>Black Mirror</i> (season 3, episode 4, ‘San Junipero’, 2016 dir. Harris)</p> <p>Clip duration: 5:00 Start point: 00:32 End Point: 05:32</p>

Question	Answer	Marks	Guidance
1	<p><b>Editing:</b></p> <ul style="list-style-type: none"> <li>• Use of shot/reverse shot to create connections between characters and establish past events</li> <li>• 180 degree rule to create coherent space</li> </ul> <p><b>Meaning:</b></p> <p>Candidates should focus on how the extract constructs meaning, which could include: the ways in which a sense of time and place is produced through 1980s period detail – visual and auditory; the establishment of enigmas (the time limit, the ‘Quagmire’; Yorkie’s reaction to the car crash on screen); the establishment of character (particularly Yorkie and Kelly); the positioning of Yorkie as the central character through camera movement; the use of non-diegetic sound to produce mood; the mixing of diegetic sound to create focus on narrative elements; the creation of character information through costume and mise-en-scène; the use of dialogue to convey or withhold information.</p>		

**Marking criteria for Section A Question 1****Table A**

<b>AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.</b>		<b>15 marks</b>	<b>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.</b>		<b>10 marks</b>
<b>Media Concepts</b> <b>5 marks</b>	<b>Contexts and Critical Debates</b> <b>5 marks</b>	<b>Use of Terminology</b> <b>5 marks</b>	<b>Analysis of how meaning is created, including use of theory</b> <b>5 marks</b>	<b>Use of Examples</b> <b>5 marks</b>	
Sophisticated understanding of and insightful reference to the key concepts of language and representation <b>5 marks</b>	Insightful understanding of the social significances explored in the extract <b>5 marks</b>	A wide range of media terminology is used precisely and accurately, and with sophistication, to make subtle points <b>5 marks</b>	Sophisticated and insightful analysis of the ways technical aspects are used to construct meaning in the extract <b>5 marks</b>	Insightful and wholly appropriate selection of examples fully supports expression <b>5 marks</b>	
Thorough understanding of and effective reference to the key concepts of language and representation <b>4 marks</b>	Effective understanding of the social significances explored in the extract <b>4 marks</b>	A range of media terminology is used accurately, and help to make effective points <b>4 marks</b>	Thorough and effective analysis of the ways technical aspects are used to construct meaning in the extract <b>4 marks</b>	Effective and appropriate selection of examples wholly supports expression <b>4 marks</b>	
Clear understanding of and appropriate reference to the key concepts of language and representation <b>3 marks</b>	Clear understanding of the social significances explored in the extract <b>3 marks</b>	Media terminology is used appropriately, to make clear points <b>3 marks</b>	Clear analysis of the ways technical aspects are used to construct meaning in the extract <b>3 marks</b>	Clear and appropriate selection of examples supports expression <b>3 marks</b>	

<b>AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.</b>  <b>15 marks</b>	<b>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.</b>  <b>10 marks</b>	
	<b>Media Concepts</b> <b>5 marks</b> Limited understanding of but generally appropriate reference to the key concepts of language and representation 2 marks	<b>Contexts and Critical Debates</b> <b>5 marks</b> Limited understanding of the social significances explored in the extract 2 marks
<b>Analysis of how meaning is created, including use of theory</b> <b>5 marks</b> Limited analysis of the ways technical aspects are used to construct meaning in the extract 2 marks	<b>Use of Examples</b> <b>5 marks</b> Limited but generally appropriate selection of examples supports expression 2 marks	<b>Use of Examples</b> <b>5 marks</b> Basic and minimal selection of examples, may lack relevance in parts 1 mark
<b>No creditable content</b> 0 marks	<b>No creditable content</b> 0 marks	<b>No creditable content</b> 0 marks

**Section B: Media contexts**

Question	Answer	Marks	Guidance
<p>2</p> <p><b><u>EITHER</u></b></p> <p><b>Analyse how media institutions are using different platforms to engage with their audiences.</b></p> <p>Mark according to the marking criteria in Table B.</p> <p><u>Indicative content</u></p> <p>The question is asking candidates to examine in detail how different media institutions are using different platforms to engage with their audiences. Candidates will need to identify the relevant platforms and establish the relationship between the institution and the audience.</p> <p>Candidates may make reference to a wide range of platforms such as:</p> <ul style="list-style-type: none"> <li>• Twitter</li> <li>• Facebook</li> <li>• Instagram</li> <li>• other online platforms e.g. BBC iPlayer, Netflix, Amazon.</li> </ul> <p>There should be a sense of coherence in the answer that reflects an overall understanding of the importance of distribution and audience engagement to media institutions, which should be informed by conceptual approaches to emerging phenomena.</p> <p>Candidates may expand their answer to consider the ways in which, and the reasons why, media institutions may be using different platforms to reach different types of audiences and how these relationships have evolved over time. They may consider, for example, particular examples of how multiple platforms are used to recruit, maintain and nurture audiences for media products and how traditional media are being repurposed for these platforms. Critical approaches from, for example, Jenkins, Shirky and Gauntlett may be referred to in order to consider the extent, nature and impact of the changes to distribution practices.</p>		<p><b>25</b></p>	<p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question.</p> <p>Marks are awarded for exploration of the following areas of the AOs:</p> <ul style="list-style-type: none"> <li>• Media concepts (AO1) [5 marks]</li> <li>• Contexts and debates (AO1) [5 marks]</li> <li>• Use of terminology (AO1) [5 marks]</li> <li>• Analysis of how meaning is created, including use of theory (AO2) [5 marks]</li> <li>• Use of examples (AO2) [5 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>The indicative content 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 answers.</p>



**SPECIMEN**

Question	Answer	Marks	Guidance
<p>3</p>	<p><b>OR</b></p> <p><b>To what extent has social media altered how media products are consumed?</b></p> <p>Mark according to the marking criteria in Table B.</p> <p><u>Indicative content</u></p> <p>The question is asking candidates about the role of social media and if it has altered how media products are consumed. Candidates should be able to identify what social media is and how it functions.</p> <p>The question has an audience focus so candidates need to consider how audience consumption of media products may have altered. This may include:</p> <ul style="list-style-type: none"> <li>• use of two screens through the participation in online discussion whilst viewing a programme</li> <li>• the construction and distribution of memes related to specific media products</li> <li>• construction of social media profiles for fictional characters related to media products</li> <li>• the proliferation of paratextual conversations and sites leading to types and enhancements of fandom</li> <li>• media ‘piracy’ and changing concepts of access and value.</li> </ul> <p>There should be a sense of coherence in the answer that reflects an overall understanding of the importance of social media to audience engagement and consumption.</p> <p>Candidates may expand their answer to reflect on how social media might influence ways of consuming media products which test or confirm theoretical approaches to audiences. They may also consider the development over time of audiences’ relationships with traditional and social media, such as changes to the time and space of media consumption.</p>	<p><b>25</b></p>	<p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, relevant to the question.</p> <p>Marks are awarded for exploration of the following areas of the AOs:</p> <ul style="list-style-type: none"> <li>• Media concepts (AO1) [5 marks]</li> <li>• Contexts and debates (AO1) [5 marks]</li> <li>• Use of terminology (AO1) [5 marks]</li> <li>• Analysis of how meaning is created, including use of theory (AO2) [5 marks]</li> <li>• Use of examples (AO2) [5 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>The indicative content 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 answers.</p>

**Marking criteria for Section B Question 2 and Question 3****Table B**

<b>AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.</b>		<b>15 marks</b>		<b>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.</b>		<b>10 marks</b>	
<b>Media Concepts</b> <b>5 marks</b>	<b>Contexts and Critical Debates</b> <b>5 marks</b>	<b>Use of Terminology</b> <b>5 marks</b>	<b>Analysis of how meaning is created, including use of theory</b> <b>5 marks</b>	<b>Use of Examples</b> <b>5 marks</b>			
Sophisticated understanding of and insightful reference to the key concepts of audience and industry	Insightful understanding of the wider issues, explored with sophistication in the response  Factual knowledge of contexts and debates is relevant, detailed and accurate, and sophisticatedly linked to 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	Insightful and wholly appropriate selection of examples from a wide range of texts			
Thorough understanding of and effective reference to the key concepts of audience and industry	Effective understanding of the wider issues explored  Factual knowledge of contexts and debates is relevant, and effectively linked to the question	A range of media terminology is used accurately, and help to make effective points	Thorough and effective analysis of texts from multiple case studies is used to explore the chosen area  Relevant theories are used effectively in response to the question	Effective and appropriate selection of examples from a range of texts		4 marks	

<b>AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.</b>  <b>15 marks</b>	<b>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.</b>  <b>10 marks</b>	
	<b>Media Concepts</b> <b>5 marks</b> Clear understanding of and appropriate reference to the key concepts of audience and industry  <b>3 marks</b>	<b>Contexts and Critical Debates</b> <b>5 marks</b> Clear understanding of the wider issues explored Some factual knowledge of contexts and debates, appropriately linked to the question  <b>3 marks</b>
Limited understanding of but generally appropriate reference to the key concepts of audience and industry  <b>2 marks</b>	Limited understanding of the wider issues explored Limited relevant knowledge of contexts and debates  <b>2 marks</b>	<b>Analysis of how meaning is created, including use of theory</b> <b>5 marks</b> Clear analysis of texts from one case study (or more) is used to respond appropriately Occasional references to relevant theories, not always accurately used or understood  <b>3 marks</b>
Basic understanding of and minimal reference to the key concepts of audience and industry  <b>1 mark</b>	Basic understanding of the wider issues explored Minimal knowledge of the relevant contexts and debates  <b>1 mark</b>	<b>Use of Examples</b> <b>5 marks</b> Clear and appropriate selection of examples from a range of texts  <b>3 marks</b>
Limited but generally appropriate selection of examples, normally from only one case study  <b>2 marks</b>	Basic analysis, from case studies which may not be appropriate to the question Minimal references to even basic media theory  <b>1 mark</b>	Limited but generally appropriate selection of examples, normally from only one case study  <b>2 marks</b>
Basic and minimal selection of examples, may lack relevance in parts  <b>1 mark</b>	Basic use of media terminology, with frequent errors which impede communication  <b>1 mark</b>	Basic and minimal selection of examples, may lack relevance in parts  <b>1 mark</b>

<b>AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates, using terminology appropriately.</b>  <b>15 marks</b>	<b>Media Concepts</b>  <b>5 marks</b>  No creditable content 0 marks	<b>Contexts and Critical Debates</b>  <b>5 marks</b>  No creditable content 0 marks	<b>Use of Terminology</b>  <b>5 marks</b>  No creditable content 0 marks	<b>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.</b>  <b>10 marks</b>
		<b>Analysis of how meaning is created, including use of theory</b>  <b>5 marks</b>  No creditable content 0 marks	<b>Use of Examples</b>  <b>5 marks</b>  No creditable content 0 marks	