



Music

General Certificate of Secondary Education

Unit B354: Listening

Mark Scheme for January 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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G	uesti	on	Answer	Marks	Guidance
1	(a)	(i)	4, 4/4	1	Not '2'
		(ii)	CLUB (DANCE)	1	
		(iii)	OSTINATO/RIFF/LOOP(ING)	1	If several answers given and <u>all</u> are correct = 1 If several given with one (or more) error(s) = 0
		(iv)	LOOPING (1); ECHO/REVERB (1); PANNING (1); MULTITRACKING (1); MIXING (1); DISTORTION (1); SAMPLING (1); VOCODER (1); DRUM MACHINE (1); SYNTHESISER/KEYBOARD/ELECTRONIC SOUNDS (1); BASS GUITAR (1); COMPUTER/MIDI/SEQUENCING/QUANTISING (1);	3	Accept loop/looping even if given above as this is a different question
		(v)	VOICE/VOCALS (1); HIGH/VIBRATO/VOCODER (or suitable description) (+1); TIMPANI (1);	2	If 'voice/vocals' given, any correct <u>description</u> can be credited (+1), <u>but not if already credited in (iv)</u>
			REPEATED/REPEATS (+1);		Not 'repetitive'
	(b)	(i)	Indian Classical Music	1	
		(ii)	SITAR/TABLA	1	
			1		

Qu	Question		Answer	Marks	Guidance		
	(i	ii)	Melodic pattern RAGA/RAG Rhythmic pattern TALA/TAL	1	Only in correct order/on correct line		
	(i	V)	Improvisation Pitch bends	2			
	(c) ((i)	TRILL SOUNDS LIKE BUZZING/HUMMING/ANGRY SWARM	1	Credit specific relevant answers (not vague statements such as 'flying around quickly')		
		ii)	Dynamics (STARTS) LOUD/(GOES) QUIET (1); big swarm nearby/further away (SUDDEN) BURSTS OF SOUND (1); ACCENTS/SFP (1); Suddenly get close/sting CRESCENDO/DIMINUENDO/HAIRPINS (1); how they buzz around things/move quickly/dart about VERY LOUD AT THE END (1) attack Pitch (STARTS) HIGH/(GOES) LOW/ER (1); OCTAVE (+1);	3	Max. two marks for the musical description and <u>one</u> for the reason – there <i>must</i> be at least one reason to accompany the description in order to access full marks. If an <i>attempt</i> has been made to describe the music that is not quite credit-worthy, one mark can be given for aa accompanying suitable picture of wasps. If there is <i>no</i> relevant musical content then no marks can be awarded.		
			(STARTS) HIGH/(GOES) LOWER (1); OCTAVE (+1); flying around high/getting lower WANDERS UP AND DOWN/ALTERNATES (1); flying around/up and down TOWARDS THE END IT GETS HIGHER (1); GOES UP IN STEP (+1) going towards their target FAST SCALES/GLISSANDO (1); DRONE (1)		 <u>Max. two</u> marks for the musical description and <u>one</u> for the reason – there <i>must</i> be at least one reason to accompany the description in order to access full marks. The description must be <u>different</u> in this box to the one given above If an <i>attempt</i> has been made to describe the music that is not quite credit-worthy, one mark can be given for aa accompanying suitable picture of wasps. If there is <i>no</i> relevant musical content then no marks can be awarded. 		

Q	uestion	Answer	Marks	Guidance	
2	(a)	Jazz	1		
	(b)	(ALTO) SAXOPHONE	1		
	(c)	IMPROVISATION (1);	3		
		 WIDE RANGE (1); DECORATION/ORNAMENTED (1); BENDS (1); SCALIC (1); BLUE NOTES (1); BROKEN CHORDS/ARPEGGIOS (1); SEQUENCE (1); ASCENDING/DESCENDING (+1); LEGATO/SMOOTH (1); FAST NOTES/QUAVERS/SEMIQUAVERS/TRIPLETS (1); SWUNG/DOTTED RHYTHMS (1); RHYTHMIC FREEDOM (1); SYNCOPATION (1); LONG NOTES <u>AT THE END OF PHRASES (1)</u> 		Not 'trill' Not 'glissando' Not 'flowing'	
	(d)	BLUES	1	Not '12 bar blues'	
	(e)	PIANO: COMPING/CHORDS (1); IN PAIRS (+1); RANDOM/SPACED OUT (+1); SYNCOPATED (1); STACCATO (1); DOUBLE BASS: WALKING BASS (1); PLAYS ON EVERY CROTCHET (1); PIZZICATO (1); MOVES UP AND DOWN (1);	6	Candidates do not have to <u>name</u> instruments to gain marks No marks for just naming instruments	

Question	Answer	Marks	Guidance
	DRUM KIT: FILLS (ON SNARE DRUM) (1); RIM SHOTS (1); OCCASIONAL LOUD BASS/SNARE DRUM NOTES (1); SWUNG/DOTTED RHYTHM (ON THE CYMBAL) (1); REPEATED (+1) BRUSHED SOUNDS (1)		Not 'keeps the beat' without specific detail

Q	uestion	Answer	Marks	Guidance
				Levels of response
3	(a)	DRUM SOUNDS AT START; On an Alien planet LOW NOTE/DRONE/LOW MELODY; Scary FAST NOTES; Little creatures WOODEN SOUNDS FROM WOOD OF STRING BOWS; SCRATCHY VIOLIN SOUNDS ; SPICCATO; STACCATO;	9	Content Answers must show a level of understanding and links, with specific musical detail to gain more than 5 marks. A 'shopping list' will not access more than 4 marks. Musical responses that have no links will not access more than 5 marks.
		BELL LIKE NOISE; Sounds spooky SUDDEN CHORD; TREMOLO; GLISSANDO; ANGULAR TUNE IN TWO PARTS (FLUTES/CLARINETS); (HIGH) HARMONICS/RAINSTICK/BELLS; TWO PITCHED DRUMS CONTINUE; CLASHING CHORD/DISCORD/LONG CHORD; Tension TWO PITCHED DRUMS CONTINUE; TUNE (IN CELLOS) RISES, THEN SLIDES An alien creature is sliding around SCRATCHY VIOLIN SOUNDS ; LOW BRASS SOUND; SUDDEN CHORD (HIGH, BELL-LIKE); SLIDING HIGH TUNE (VIOLINS) SOFT; NO SENSE OF PULSE; Someone is creeping around WIDE RANGE; MINOR KEY/ATONAL/CHROMATIC		 Levels of response Candidates will score as follows: 7 - 9 marks: a good range of points and links made from the indicative content, showing a good level of understanding. There must be evidence of chronology to access this band of marks. The response is expressed clearly using appropriate terminology and accurate spelling, punctuation and grammar. 4 - 6 marks: several points made from the indicative content, showing some understanding with supporting links. The response shows some organisation and structure but may contain some errors of spelling, punctuation and grammar. 1 - 3 marks: a limited number of points made from the indicative content. The response lacks organisation, structure and accuracy of spelling, punctuation and grammar. 0 marks: no response worthy of credit.

Q	Question		Answer	Marks	Guidance
4	(a)	(i)	Bars 2 or 4	1	
		(ii)	11/12/15/16	1	
	(b)		1correct note and/or shape=12correct notes and/or shapes=23correct notes and/or shapes=34correct notes and/or shapes=45correct notes and/or shapes=56correct notes and/or shapes=67correct notes and/or shapes=67correct notes and/or shapes=7ALL correct=8	8	
	(c)	(i)	F major	1	
		(ii)	Dominant	1	
	(d)		ROMANTIC	1	
	UM CHA CHA STRONG FIR PIZZICATO (E STACCATO (PLAY PARTS COUNTER ME TOWARDS TH SLOW HARM		CHORDS/CHORDAL (1); UM CHA CHA (1); THROUGHOUT (+1); STRONG FIRST BEAT OF THE BAR (1); PIZZICATO (BASSES) – UM (1); UPPER STRINGS – CHA CHA (1); STACCATO (1); PLAY PARTS OF THE MELODY (1); COUNTER MELODY/LONGER NOTES (IN CELLOS) (1); TOWARDS THE END (+1) SLOW HARMONIC CHANGE (1); SIMPLE/PRIMARY HARMONY (1)	3	No marks for just naming instruments Any reference to percussion must have precise detail such as 'timpani enhances the bass line at the end' NB: <u>not</u> a repeat of (a) (ii)
	(f)		BALLROOM	1	Not 'ball' or 'hall'

Q	Question			Answer		Marks	Guidance
5	(a)		CORELLI/B/	CORELLI/BACH/HANDEL/VIVALDI/PACHELBEL		1	Only in correct order/on correct line
			MOZART/H	AYDN/BEETHOVEN		1	
	(b)		They are bot	e both in a major key		1	
	(c)		Extract A does not use ornaments, Extract B does		does	1	
	(d)			Extract A	Extract B		
		(i)	The pulse	FAST/VERY FAST BPM 120-140 ALLEGRO/VIVACE/PRESTO EXTRACT A HAS A FASTER BOTH HAVE A STEADY PULS	MODERATO/ALLEGRETTO/ PULSE THAN EXTRACT B (2);	2	Not 'Andante' 'Both are fast' = 0 Accept 'A is much/a lot faster than B' Do not accept 'A is slightly faster than B'
		(ii)	Time signatures	2/4, 4/4, 2/2, 4/8 SIMPLE	6/8 COMPOUND	2	Not they are the same

Question		Answer		Marks	Guidance
(iii)	How the instruments	ALWAYS PLAY TOGETHER (1);	DO NOT ALWAYS PLAY TOGETHER (1);	6	No marks for just naming instruments
	work together	MELODY + ACCOMPANIMENT (1);	MORE OF A DUET/EQUAL ROLES (1);		
		NO IMITATION (1);	THEY COPY/IMITATE (1);		'No imitation' in 'A' can only be credited if in comparison with 'B' Not 'call and response'
		CHORDS/CHORDAL/ CONTINUO (1);	BROKEN CHORDS (1); ALBERTI BASS (1);		
		VIOLIN HAS SEMIQUAVERS WHILE HARPSICHORD HAS CROTCHETS (1)	BOTH VIOLIN AND PIANO HAVE LOTS OF SEMIQUAVERS (1); BOTH INSTRUMENTS HAVE LOTS OF RUNS (1)		
		THE ACC OF A IS SIMPLER (THE ACCOMPANIMENT OF ' WHEREAS IN 'B' IT IS MORE	A' IS SUPPORTING CHORDS,		
(e)	Type of Worl	k: SONATA		1	
	Reason: SOLO INSTRUMENT ACCOMPANIED BY ONE INSTRUMENT		NIED BY ONE INSTRUMENT	1	

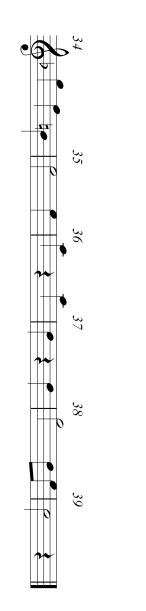
G	uestion	Answer	Marks	Guidance
6	(a)	4 th	1	
	(b)	UNISON/OCTAVES/MONOPHONIC/HOMOPHONIC	1	If several answers given and <u>all</u> are correct = 1 If several given with one (or more) error(s) = 0
	(c)	BRASS/TROMBONE/HORN/TUBA/DOUBLE BASS/CELLO/ BASSOON (1); LOW (1);	3	Not 'Trumpet'
		SLOW (1); LOUD/HARSH (1); ACCENTED (1); LONG NOTES (1); DESCENDING (1); TRILL (1); SILENCE (1); ANGULAR MELODY (1); DESCENDING MELODY (1); MINOR KEY (1); UNISON/OCTAVES/MONOPHONIC/HOMOPHONIC (only if not credited in (b)		NB credit slow once only during (c) (d) and (f) credit minor once only during (c) (d) and (f)
	(d)	WOODWIND/FLUTE/OBOE/CLARINET/BASSOON (1); HOMOPHONIC/CHORDAL/HARMONY (1); LONG NOTES (1); ASCENDING (1) HIGH PITCH (1); SOFT (1); SLOW (1); MINOR (1) (if not in (c)); Magical/calm/peaceful/sad (1)	3	Not 'wind' <u>Max. two</u> marks for the musical description and <u>one</u> for the mood – there <i>must</i> be at least one comment on mood to accompany the description in order to access full marks. Credit can be given for <i>some</i> major chords

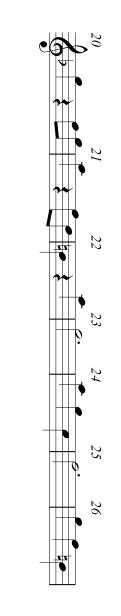
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Q	uestic	on	Answer	Marks	Guidance
	(e)		Arpeggio		
	(f)		VIOLIN (1); HARP (1); HIGH (1); SOFT (1); LONG NOTES (1); FREE TEMPO (1); DECORATIVE/ORNAMENTAL (1); VIBRATO (1); LEGATO/FLOWING (1); SLOW (1); MINOR (1) (if not in (c) or (d)); SEQUENCE (1) ASCENDING/DESCENDING (+1); THIN TEXTURE (1) ARPEGGIOS/BROKEN CHORDS (1) (if not correct in (e);	4	Not 'violins' NB: if 'arpeggio' is correct in (e) it can gain further credit here if specific reference to the Violin is given
7	(a)		TANGO	1	
	(b)		ARGENTINA	1	
	(c)		4/4, 2/2, 2/4	1	
	(d)		MODERATE/MODERATELY FAST/FAST MODERATO/ALLEGRETTO/ALLEGRO BPM 110-130	1	
	(e)		Staccato accompaniment Use of accents Regular phrase lengths Bandoneon	4	

Question	Answer		Guidance
(f)	Dance in a pair/couple	1	
(g)	WALKING (1); QUICK/SHARP MOVEMENTS (1); DRAMATIC MOVEMENTS (1); KICKS (BY THE WOMAN) (1); VERY CLOSE CONTACT (1); INTERTWINING LEGS (1); HEAD SNAPS (1);	2	

APPENDIX 2





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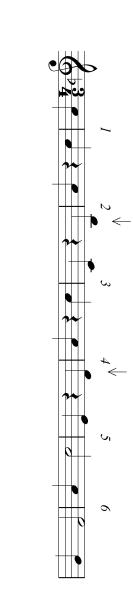
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