

General Certificate of Secondary Education

B353

Music

Unit B353: Creative Task

Specimen Paper

Time: 45 minutes

INSTRUCTIONS TO CANDIDATES

- You must create a piece of music using **one** of the following ideas:
 - a) A rhythmic phrase
 - b) A note pattern
 - c) A melodic phrase
 - d) A chord sequence
 - e) A set of words
 - f) A sequence of events
- You may ask the teacher to play or read any or all of the musical ideas **once**.
- Choose **one** idea. You may ask the teacher to play or read your chosen idea **twice**.
- If requested, the teacher will record your chosen idea for you.
- You have forty-five minutes to prepare and communicate your composition in **one** of the following ways:
 - Live performance;
 - ICT;
 - Written notation.
- Hand this sheet to the teacher at the end of the task.

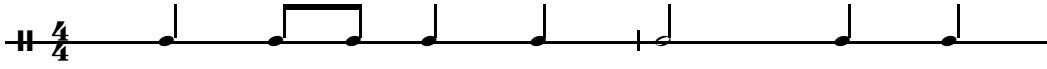
INFORMATION FOR CANDIDATES

The total number of marks available for this paper is 30. This is 15% of the total mark for this qualification.

This document consists of **3** printed pages and **1** blank page.

(a) Rhythmic phrase

Create a rhythmic or melodic piece.

**(b) Note pattern**

Create a melodic piece.

**(c) Melodic phrase**

Create a second part to go with the eight bars given. You may extend the piece if you wish.



(d) Chord sequence

Create a chordal piece, a melodic piece or a combination of both.

The image shows a musical staff with a treble clef. Above the staff, four guitar chord diagrams are displayed, labeled C, F, C, and G. Below the staff, four groups of notes are shown, each labeled with a chord symbol: C, F, C, and G. The notes are placed on the staff lines to represent the chords: C (C4, E4, G4), F (C4, F4, A4), C (C4, E4, G4), and G (G4, B4, D5).

(e) Set of words

Create a song that uses all the words.

When I was one and twenty
 I heard a wise man say
 'Give crowns and pounds and guineas
 But not your heart away.

Give pearls away and riches
 But keep your fancy free'
 But I was one and twenty
 No use to talk to me.

A. E. Houseman

(f) Sequence of events

Create a piece of music to describe this sequence of events:

Three figures climb the mountain path. It is cold, and gradually a mist descends. Out of the gloom a figure suddenly appears, blocking their way.

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2008

Unit B353: Creative Task

Specimen Mark Scheme

The maximum mark for this paper is [30].

The task is marked by OCR, based on the criteria below.

The task is marked out of **30**.

15 marks are awarded for the quality of the response to the stimulus.

5 marks are awarded for the quality of the relationship to the area of study

10 marks are awarded for the quality of the communication.

Quality of Response

0	The response does not use the stimulus and/or is of no positive worth.
1-3	The response is simple and the musical materials are basic. There is a little sense of coherence or musical shape.
4-6	The response is simple and appropriate to the stimulus. Identifiable musical ideas are repeated and/or extended.
7-9	The response is coherent and contains some compositional devices that create a satisfactory outcome.
10-12	The response contains some musical development and uses musical devices and compositional techniques well. The outcome has a sense of style.
13-15	The response to the stimulus is stylish and imaginative resulting in a composition which is effective and memorable.

Area of Study

Mark	Area of Study 1: <ul style="list-style-type: none"> • Rhythmic phrase • Note pattern • Chord sequence • Words. 	Area of Study 2: <ul style="list-style-type: none"> • Melodic phrase • Chord sequence (if adding a part to it). 	Area of Study 4: <ul style="list-style-type: none"> • Music to describe a sequence of events.
0	The piece does not define an instrument, or is played on an instrument for which it is not suited. It has nothing that can be credited here.	There is no evidence of any relationship between the parts and therefore has nothing that can be credited here.	There is no discernible relationship with the mood and therefore there is nothing that can be credited here.
1	The piece attempts to use the instrument in a limited way: written pieces may be impractical to perform.	The piece attempts to combine the parts but the outcome is not coherent.	The piece attempts to convey the mood/story with little success.
2	The piece uses the instrument with a small range of notes and employs basic technique: written pieces are performable.	The piece shows some understanding of the combined effect of the parts: they fit together harmonically.	The piece partly conveys the mood/story using basic effects.
3	The piece uses some of the instrument's capabilities in terms of range and performing techniques with moderate success.	The piece shows understanding of the way the parts work together in terms of harmony and texture.	The piece conveys the mood/story with some success.
4	The piece uses the capability of the instrument effectively, employing a range of performing techniques.	The piece shows good understanding of the way the parts work together and complement each other.	The piece conveys the mood/story effectively and consistently.
5	The piece makes imaginative use of the instrument, employing a wide range of performing techniques.	The piece uses the resources imaginatively in an effective combination.	The piece is imaginative and successful in conveying the mood/story.

Quality of Communication (Written notation, recorded, or using ICT)

0	The response does not communicate the intention and therefore is not worthy of credit.
1-2	The piece is communicated in a way that conveys the basic intended effect with limited accuracy.
3-4	The piece is communicated in a way that conveys the intention with reasonable accuracy of pitch and rhythm.
5-6	The piece is communicated successfully with accuracy of pitch and a range of other elements.
7-8	The piece is communicated in a way that shows good command of the medium used to convey the compositional intention, with accuracy and clarity of the intended style.
9-10	The piece is communicated effectively in a way that shows the stylistic and expressive intentions of the composer.