



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2015**

Music

Assessment Unit AS 2: Part 1

assessing

Test of Aural Perception

[AU121]

WEDNESDAY 10 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes, therefore, are regarded as part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

(Answers in italics not creditworthy as stand alone answers)

1 Haydn, Symphony No. 94 in G, Mt. 2, Theme Bars 1–32**(a)** up to two marks available as follows:

- rising/ascending/falling/descending triad/arpeggio [1]
- outlines tonic/C major chord
- outlines dominant seventh/G⁷
- 4 bar phrasing
- repeated quavers [1]
- staccato [1]
- downward octave leap [2]

(b) dominant/G (major) [1] perfect [1] [2]**(c)** up to two marks available as follows:

- melody on first violin (only)
- pizzicato [1]
- softer/pp/pianissimo [1]
- tutti/fortissimo/ff chord [1]
- double stopping [2]

(d) up to three marks available as follows:

horn dominant pedal [1]
 flute and oboe double/play melody [1] an octave higher [1]
 in thirds [1] [3]

(e) (theme and) variation [1]**(f)** Classical [1] 11**2 Berlioz, *Symphonie Fantastique*, Mt. 2, *Un Bal*, Bars 93–150****(a)** up to three marks available as follows:

- double bass/cello/strings play on first beat of the bar [1]
- harp chords [1]
- (wood)wind chords [1]
- oom cha cha [1] [2]

(b) pedal diminished seventh [2]**(c)** flute oboe [2]**(d)** up to two marks available as follows:

- violins/violas/upper strings tremolo [1]
- cello/double bass/lower strings arpeggios/staccato [1] [2]

(e) waltz [1]**(f) (i)** Romantic [1]**(ii)** up to one mark available as follows:

- chromaticism
- lyricism [1] 11

3 Beethoven, Violin Concerto in D, Mt. 3, Bars 103–142

- | | | AVAILABLE MARKS |
|---------|--|-----------------|
| (a) | trill | [1] |
| (b) | dominant seventh/V ⁷ /A ⁷ | [1] |
| (c) | up to two marks available as follows: | |
| | • ascending/rising sequence [1] | |
| | • modulation/change of key [1] | |
| | • imitation [1] | |
| | • fragmentation [1] | |
| | • repetition of 5 note motif | [2] |
| (d) | tonic pedal | [1] |
| (e) (i) | bassoon | [1] |
| | (ii) up to three marks available as follows: | |
| | • solo violin countermelody/decorates [1] | |
| | • solo violin semiquaver/descending arpeggios [1] | |
| | • pizzicato lower strings/cello and double bass [1] | |
| | • violins and violas/upper strings off beat quavers/chords [1] | |
| | • tonic pedal [1] | [3] |
| (f) | (sonata) rondo | [1] |
| (g) | solo concerto/violin concerto | [1] |
| | | 11 |

4 John Rutter, Mass of the Children, Kyrie, Bars 27–47

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|---------|---------------------|----------------|------------|-----|
| (a) (i) | soprano | alto | [2] | |
| | (ii) | sixths | [1] | |
| (b) | unison | | [1] | |
| (c) | descending sequence | seventh chords | suspension | [3] |
| (d) (i) | major | | [1] | |
| | (ii) | minor | [1] | |
| (e) | mass | | [1] | |
| | | | 10 | |

5 Vivaldi, Concerto for Two Trumpets in C major, Mt. 3, Bars 39–90

- (a) unison [1]
- (b) up to four marks available as follows:
- dotted rhythm
 - trill
 - stepwise/conjunct/scalic
 - repetition
 - ascending sequence
- [4]
- (c) dominant [1]
relative minor [1]
- (d) (double) concerto [1]
- (e) (i) Baroque [1]
- (ii) up to two marks available as follows:
- harpsichord continuo
 - predominance of/dependence on/reliance on strings
 - high/clarino trumpet
 - uses notes of the natural harmonic series
- [2]

TotalAVAILABLE
MARKS

11

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