

DELEGATE BOOKLET

17BAW03 – Edexcel GCSE (9-1)
Music – Mock marking training

About this event

Course Title: Edexcel GCSE (9-1) Music – Mock marking training

Course Code: 17BAW03

Aims and Objectives of the event

- Introduction to the assessment requirements of the new specification
- Explore the paper structure and the new type of questions
- Examine the mark scheme and understand how to accurately apply the mark scheme
- Review student responses to a variety of questions
- Share best practice and ask questions

Agenda

Activity 1 – Command words

Here is a list of command words that appear in the paper:

- State/identify/give/name _____
- Complete _____
- Describe _____
- Explain _____
- Compare _____
- Analyse _____
- Evaluate _____

For each command word outline what the candidate is required to do. Identify which Assessment Objective each command word is likely to relate to.

Activity 2a – Command words (Question 5)

Look at question 5 of the additional SAMS on page 8 and decide which questions are testing AO3 or AO4? Circle your answer and if time allows discuss on your table.

5a AO3 AO4

5b AO3 AO4

5c AO3 AO4

5d AO3 AO4

Activity 2b – Marking candidate responses (Question 5)

Using the mark scheme (p24), look at the student responses below. What marks would you give?

Student response one

- (a) allegro _____ / 1
(b) horn, drum kit _____ / 2
(c) Similarities: same time signature and texture _____ / 2
Differences: B is major, voices sing in chords, different tempo _____ / 3
(d) There is a crescendo in the orchestra, it changes key _____ / 2

Total _____ / 10

Student response two

- (a) Relatively slow _____ / 1
(b) violin, synth _____ / 2
(c) Similarities: lyrics, same orchestra _____ / 2
Differences: modulation, diminution in B, major in B _____ / 3
(d) Cadence used, texture is less dense, timing _____ / 2

Total _____ / 10

Activity 2c – (Question 5)

Having marked the student responses identify characteristics of a good answer to 5 (d).

Activity 3 – Marking candidate responses (Question 1e)

Read student response three, four and five can you identify which is the top response, which is the middle response, and which is the bottom response?

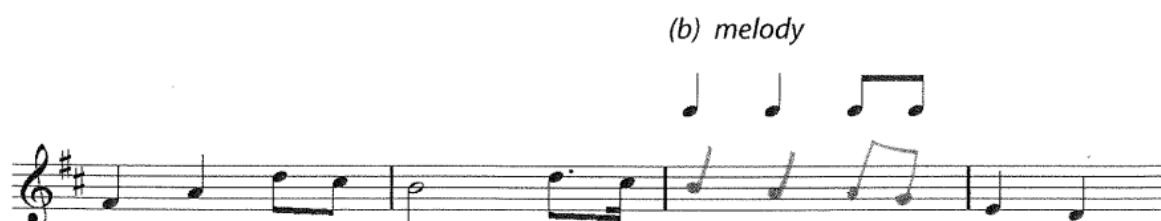
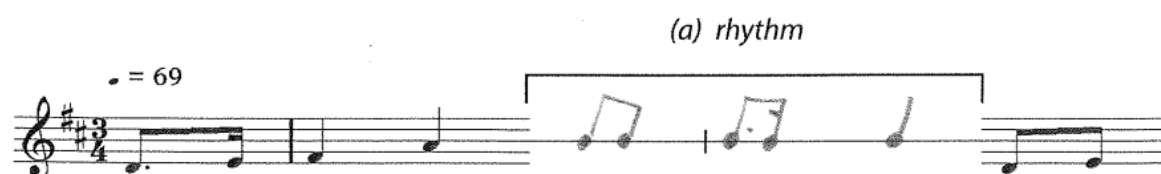
Using the mark scheme (p20) assess each students' response.

	Top, middle or bottom response?	Mark?
Student response three 1. There are long notes in the cello and voice 2. The instruments are played quietly 3. The low register		
Student response four 1. There are bits in major 2. The largo tempo 3. The instrumental accompaniment		
Student response five 1. There is a repeated ground bass throughout making it sound calmed and sustained. 2. The melody is mostly in steps, there are also a few melismas that make it calm. 3. It is played in a minor key, which is not upbeat but it sounds positive when it modulates to the major for a bit.		

Activity 4 – Marking candidate responses (Question 7)

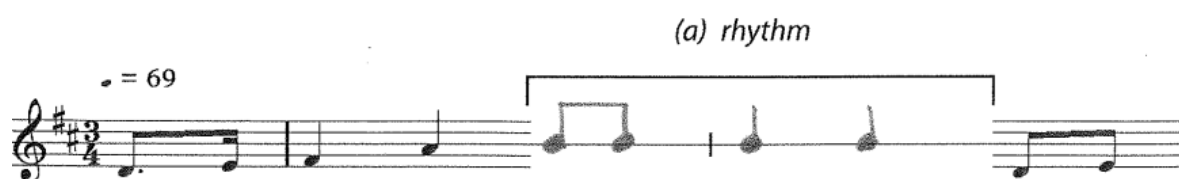
Look at the following student responses, using the mark scheme (p 26)

Student response six



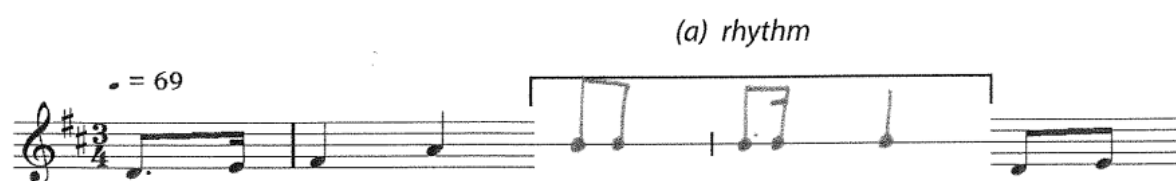
Rhythm:	/ 5
Melody:	/ 4
Total:	/ 9

Student response seven



Rhythm:		/ 5
Melody:		/ 4
Total:		/ 9

Student response eight



Rhythm:		/ 5
Melody:		/ 4
Total:		/ 9

Activity 5 – Marking candidate responses (Question 8a, b and f)

Look at the following student response, using the mark scheme (p 27 / 28) assess each student.

Student response nine

- (a) arpeggios _____ / 1
- (b) It is syncopated and there are crotchets on beat one _____ / 2
- (f) minor and lyrics are sad _____ / 2

Student response ten

- (a) Piano plays arpeggios _____ / 1
- (b) The bass guitar is now added and it plays the root of the chord. _____ / 2

- (f) there are minor chords in the piano and guitar and the melody is often descending which sounds as if he is crying. _____ / 2

Student response eleven

- (a) The chords in the accompaniment are sustained _____ / 1
- (b) There is now a clear tempo. The rhythm is syncopated. _____ / 2

- (f) The melody sounds lonely as often his phrases are descending. They are short too which sounds like he is crying. It is a solo rather than a duet which makes him sound as if he is lonely. Although it is in F major, there are minor chords which also makes it sad.

_____ / 2

Group Activity – (Question 8f)

Having marked the student responses identify characteristics of a good answer to 8 (f).

Activity 6 – Marking candidate responses (Question 9)

First of all decide up a level using the Indicative Content.

Then using mark scheme decide upon a mark.

Student response twelve

Although Beethoven and Handel are both writing for a solo keyboard instrument, Beethoven composes for the fortepiano and Handel composes for the harpsichord. The harpsichord is a very basic instrument with no means of varying the tone or volume. It cannot hold notes either because it does not have a sustain pedal. This means that in contrast to Beethoven Handel cannot use dynamics, nor different types of articulation, and he has to use quick notes all the time (for example in bars 7-8). Beethoven's fortepiano can played varied dynamics and therefore he exploits dynamics, particularly in the dramatic instruction. The sf (bar 4) is an important feature of Romantic music. Moving on to rhythm it is interesting to see both composers use dotted rhythms. Handel uses more dotted rhythms that acts like a motif. Both use very quick notes, for example Beethoven uses hemidemisemiquavers in the introduction. Therefore, both pieces are tricky to play. Another similarity is that they both change tempo. Beethoven has an abrupt change from Grave to Allegro to mark the start of the exposition. Whereas Handel waits until the very end (bar 18) to change from Larghetto to Adagio. This makes the final bit sound like a coda or codetta. Handel stays in common time (which most Baroque composers do) but Beethoven changes metre from common time at the start of the exposition to alla breve: changing metre is something which is more typical of Romantic composers.

Level:		Mark:	
--------	--	-------	--

Student response thirteen

The first thing I notice is that they both have a change in tempo. Beethoven changes to a very fast tempo in bar 11 and then swaps between fast and slow later too. Handel changes to Adagio at the very end which doesn't have much of an impact. I think Beethoven's changes of tempo are more effective. He does it because he is Romantic. The other thing he does better is dynamics. He has lots of exciting dynamics like at the start (when he uses crescendo) which he can do because he is writing for an early piano called a fortepiano which can do forte and piano! Handel doesn't bother with dynamics at all. They both use rhythm a lot.

Level:		Mark:	
--------	--	-------	--

Student response fourteen

Rhythm: Both composers write quick notes. Beethoven has the quickest notes but he sometimes has long notes too.

Tempo: Both composers use C time which is effective I think. But they don't use the same speed. They both start slow but Beethoven changes to a fast speed.

Level:		Mark:	
--------	--	-------	--

Student response fifteen

Because Beethoven is Romantic and Handel is Baroque they use rhythm and tempo in very different ways. Beethoven's piece is written for a fortepiano: this instrument can do lots of different dynamics, which Beethoven uses, particularly in the introduction. Handel's piece is written for a harpsichord which only has one volume (plucked notes) this means that Handel can't use dynamics. The other difference between the instruments is that the fortepiano could hold notes on as it had a sustain pedal (sometimes played with the knee!). We see Beethoven using held notes e.g. in bar 1. Handel can't use held notes because it doesn't have a pedal. Therefore, he has to use quick notes all the time as you can see in the right hand in bars 16 and 17. Beethoven does use quick notes too for example the flashy hemidemisemiquavers in the introduction which are very difficult to play! They are both in 4/4 time.

Level:		Mark:	
--------	--	-------	--

Group Activity – (Question 9)

Look again at the final response (student response fifteen). What advice would delegates give to this candidate to enable them to improve the quality of their response?

